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ABSTRACT

This compilation of 209 document resumes provides educators with abstracts of research, curriculum, and other materials in vocational and technical education, and abstracts of funded research and development proposals. The resumes are arranged in ascending order according to ED (ERIC document) accession number, with each resume including the author(s), title, institutional source, sponsoring agency, availability, publication date, number of pages, subject terms which characterize the contents of the document, and a document abstract. Subject, author, and institution indexes are provided. Availability information includes microfiche and hard copy prices from the ERIC Document Reproduction Service (EDRS). The section on projects in progress contains fifty-four resumes announcing ongoing curriculum development and research projects funded by the Vocational Education Amendments of 1968, parts C, D, I, and J. Included for each are title, principal investigator, recipient institution, start/end dates, supporting agency, contract and/or control number, and a brief project summary. Projects are listed by state, and names and addresses are provided for both individuals and institutions. (BL)

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Resources in Vocational Education 11

1978 Volume 11 Number 1

ED150450

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CE 015 048

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Foreword

Finding available information is a major task for researchers, curriculum specialists, teachers, administrators, and students. The National Center for Research in Vocational Education is dedicated to helping others find useful information.

Resources in Vocational Education is prepared bimonthly by the staff of the National Center for Research in Vocational Education under a contract with the U.S. Office of Education, Bureau of Occupational and Adult Education. Included are abstracts of research, instructional, and other materials in vocational and technical education, and abstracts of funded proposals. The full text of most documents announced in *Resources in Vocational Education* is available in microfiche or hard copy from the ERIC Document Reproduction Service (EDRS). Microfiche also is available in local ERIC microfiche collections.

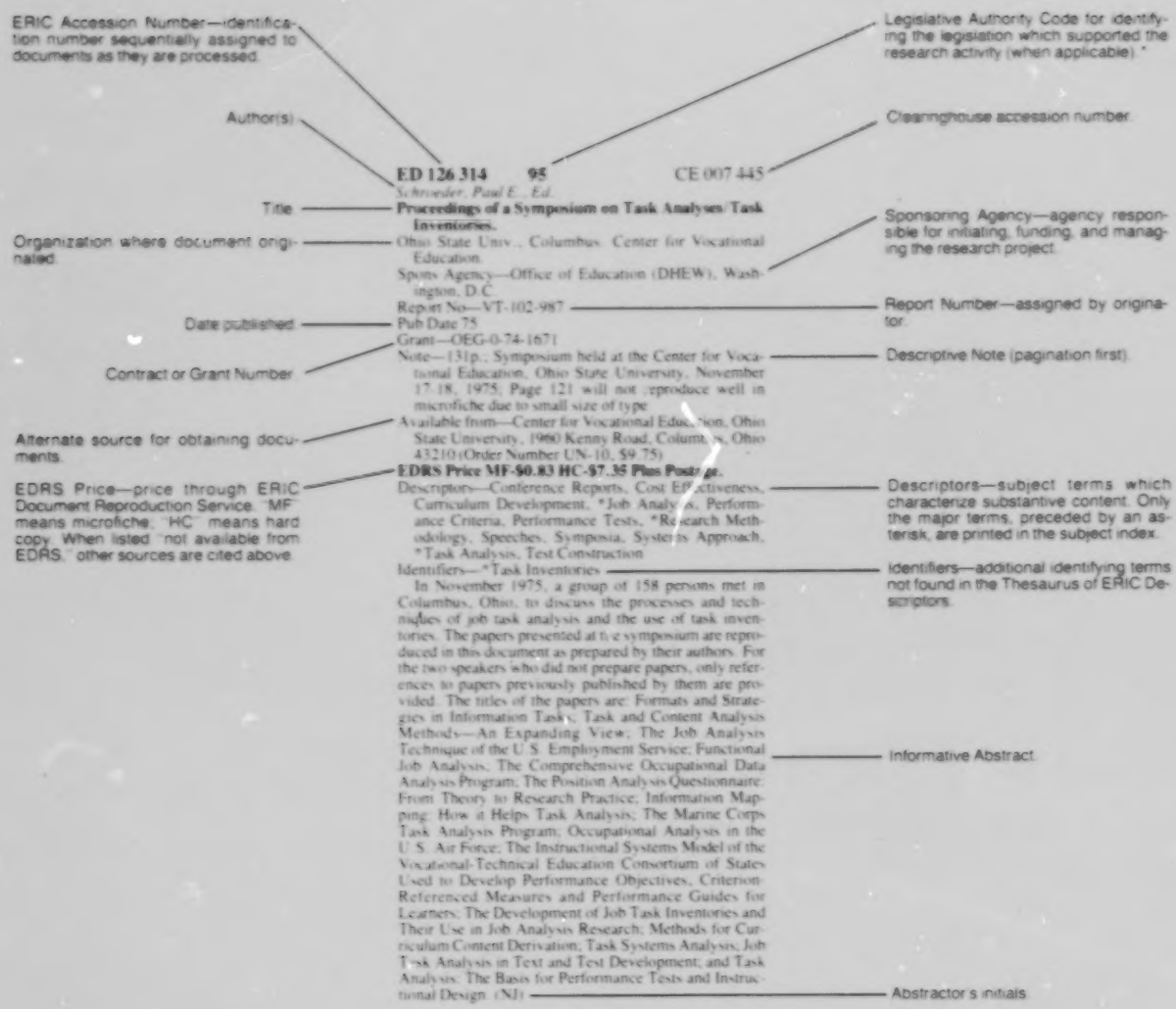
We appreciate the contributions of state research coordinating units, curriculum coordination centers, instructional materials laboratories, local school systems, colleges and universities, and professional associations. Members of the profession are encouraged to send instructional and research material for possible inclusion in future issues of *Resources in Vocational Education.*

Robert E. Taylor, Executive Director
National Center for Research in Vocational Education

Table of Contents

Foreword iii
Document Resumes (and sample entry) 1
Index Section 45
Subject Index 45
Author Index 65
Institution Index 71
Projects in Progress (and sample entry) 79
Project Title List (by state) 88
Organizational Resources 90
How to Order Documents 93

Sample Document Resume


ERIC Accession Number—identification number sequentially assigned to documents as they are processed.
Author(s)
Title
Organization where document originated
Date published
Contract or Grant Number
Alternate source for obtaining documents.
EDRS Price—price through ERIC Document Reproduction Service. "MF" means microfiche; "HC" means hard copy. When listed "not available from EDRS," other sources are cited above.
Legislative Authority Code for identifying the legislation which supported the research activity (when applicable).
Clearinghouse accession number.
Sponsoring Agency—agency responsible for initiating, funding, and managing the research project.
Report Number—assigned by originator.
Descriptive Note (pagination first).
Descriptors—subject terms which characterize substantive content. Only the major terms, preceded by an asterisk, are printed in the subject index.
Identifiers—additional identifying terms not found in the Thesaurus of ERIC Descriptors.
Informative Abstract.
Abstractor's initials.
ED 126 314 95 CE 007 445
Schroeder, Paul E., Ed.
Proceedings of a Symposium on Task Analyses/Task Inventories.
Ohio State Univ., Columbus. Center for Vocational Education.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Report No—VT-102-987
Pub Date 75
Grant—OEG-0-74-1671
Note—131p.; Symposium held at the Center for Vocational Education, Ohio State University, November 17-18, 1975; Page 121 will not reproduce well in microfiche due to small size of type
Available from—Center for Vocational Education, Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 (Order Number US-10, $9.75)
EDRS Price MF-$0.83 HC-$7.35 Plus Postage.
Descriptors—Conference Reports, Cost Effectiveness, Curriculum Development, *Job Analysis, Performance Criteria, Performance Tests, *Research Methodology, Speeches, Symposia, Systems Approach, *Task Analysis, Test Construction
Identifiers—*Task Inventories
In November 1975, a group of 158 persons met in Columbus, Ohio, to discuss the processes and techniques of job task analysis and the use of task inventories. The papers presented at the symposium are reproduced in this document as prepared by their authors. For the two speakers who did not prepare papers, only references to papers previously published by them are provided. The titles of the papers are: Formats and Strategies in Information Tasks; Task and Content Analysis Methods—An Expanding View; The Job Analysis Technique of the U.S. Employment Service; Functional Job Analysis; The Comprehensive Occupational Data Analysis Program; The Position Analysis Questionnaire: From Theory to Research Practice; Information Mapping: How it Helps Task Analysis; The Marine Corps Task Analysis Program; Occupational Analysis in the U.S. Air Force; The Instructional Systems Model of the Vocational-Technical Education Consortium of States Used to Develop Performance Objectives, Criterion-Referenced Measures and Performance Guides for Learners; The Development of Job Task Inventories and Their Use in Job Analysis Research; Methods for Curriculum Content Derivation; Task Systems Analysis; Job Task Analysis in Text and Test Development; and Task Analysis: The Basis for Performance Tests and Instructional Design. (NJ)

DOCUMENT RESUMES

The document resumes presented in this section have been numerically ordered by ED number. Users may scan this section for documents of interest, or they may use the Subject, Author, or Institution Index to locate documents in a specific field or produced by a particular author or institution.

ED 135 939 CE 009 101

Banathy, Bela H. And Others

The Effects of Learned Leadership/Membership Skills on Work Performance. Final Report.

Journal Cit—BBB11095

Far West Lab. for Educational Research and Development, San Francisco, Calif.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Research and Demonstration.

Pub Date—76

Note—191p.

EDRS Price MF-$0.83 HC-$10.03 Plus Postage.

Descriptors—*Curriculum Development, Curriculum Research, Decision Making Skills, *Group Dynamics, Group Membership, Instructional Materials, *Interpersonal Competence, *Leadership Training, Material Development, Performance Based Education, Secondary Education, *Skill Development, Student Attitudes, *Task Performance, Teacher Attitudes

The project examined the effects of learned leadership/membership skills on performance in task-oriented groups, developed competence-based instructional materials to teach such skills, and examined the effects of such skills on individual and group knowledge, skills, attitudes, and performance. Following a literature review, materials review, and needs assessment, discussions and questionnaires gathered information from teachers, parents, counselors, managers, employers, and students. Specific needs having been established, the curriculum design and prototype modules were developed. Eight priority areas were identified as those to be addressed in the development effort: Group communication, knowing and using resources, evaluation, conflict resolution, planning, coordinating activities, sharing leaderships, and decisionmaking. Extensive pilot testing over the following two years involved a variety of student settings--urban, suburban, rural; large schools and small; academically motivated students and underachievers; vocational, experimental, and traditional academic classes. Findings indicated that (1) administrators, teachers, and students appreciate the need for and value of instruction in the cooperative group interaction skills area, (2) the skills in this area of competence are difficult to teach, and (3) extended research and development--which would take into consideration further testing, teacher training, curriculum fusion, and curriculum design--would be of significant value. Appendixes contain the curriculum outline, operational definitions of effects to be tested in task-oriented groups, summary charts of selected evaluation items, and some reflections on and implications of the cooperative group interaction skills (CGIS) curriculum. (Author/TA)

ED 135 940 CE 009 162

Wall, James E., Ed.

Vocational Education for Special Groups. Sixth Yearbook.

American Vocational Association, Washington, D.C.

Pub Date—76

Note—351p.

Available from—American Vocational Association, Inc., 1510 H Street, NW, Washington, D. C. 20005 ($12.00)

Document Not Available from EDRS.

Descriptors—American Indians, Blacks, Career Change, *Disadvantaged Groups, *Educational Methods, Educational Opportunities, Educational Programs, Females, Handicapped, Individualized Instruction, Manpower Development, Middle Aged, Migrant Workers, *Minority Groups, Older Adults, Prisoners, Program Administration, Spanish Speaking, Special Education, *Special Programs, Special Services, Veterans, *Vocational Education, Yearbooks, Youth

Identifiers—American Vocational Association

Issues, concepts, and strategies that impact directly on the ability of vocational education to deliver its services to special groups are the focus of this yearbook. Chapters by 24 different authors are divided into three sections. Section 1 provides an overview of special groups, how special groups evolved, their underlying structure and diversity, and how vocational education might be of benefit in solving some of their problems. Section 2 contains chapters which focus on specific special groups and their individual status in society-at-large and describe in detail certain personal characteristics that tend to categorize persons into special groups. Section 3 includes a series of chapters that give detailed attention to specific strategies that might be employed in delivering vocational education to special groups. Programs for personnel development, integration of special services with instruction, and general administrative and organizational techniques are discussed. The special groups discussed include the handicapped, women, retirees and middle-age career changers, blacks, Native Americans, Mexican-Americans, prison inmates, migrants, welfare recipients, veterans, and youth. (TA)

ED 135 941 CE 009 326

Modules in Agricultural Education for Agricultural Mechanics.

New York State Education Dept., Albany. Bureau of Occupational and Career Curriculum Development.

Pub Date—Jun 74

Note—505p.; For related documents see CE 007 550, CE 008 147-148, CE 008 151, CE 009 326-328, ED 105 080 (Modular Design Approach for Agricultural Education), and ED 105 296 (Module Directory for Agricultural Education); Not available in hard copy due to print quality of original

EDRS Price MF-$1.00 Plus Postage. HC Not Available from EDRS.

Descriptors—*Agricultural Education, *Agricultural Engineering, Agricultural Machinery Occupations, Farm Mechanics (Occupation), Instructional Materials, Learning Modules, Skill Development, *Vocational Agriculture

Each of the 38 curriculum modules in this packet for agricultural mechanics instruction contains a brief description of the module content, a list of the major divisions or units, the overall objectives, objectives by unit, content outline and suggested teaching methods, student application activities, and evaluation procedures. A listing of resource materials is also included in each module. Module titles are Fundamentals of Ag Engines; Small Engine Overall; Small Gas Engine Service; Lawn and Garden Tractors; Tractor Service; Tractor Engine Tune-Up; Tractor Engine Top Overhaul; Tractor Fuel Systems (Non-Diesel); Tractor Engine Ignition System; Tractor Engine Fuel System (Diesel); Tractor Engine Overhaul-Disassembly; Tractor Engine Overhaul-Reassembly; Agricultural Power Trains; Farm Machinery Operation, Maintenance, and Field Repairs; Setting Up Agricultural Machinery; Agricultural Equipment Repairs; Ag Hydraulic Systems; Tillage Equipment; Planting, Spraying and Fertilizing Equipment; Hay and Forage Equipment; Grain Harvesting Equipment; Agricultural Equipment Accessories; Materials Handling Equipment; Lawn and Garden Equipment; Light Earthmoving Equipment Repair and Maintenance; Milking Equipment; Farm Tractor and Vehicle Operation; Tractor Starting and Charging Systems; Planning Agricultural Structures and Service Facilities; Construction and Improvement of Agricultural Structures; Shop Management and Equipment Utilization, Basic Agricultural Welding; Advanced Agricultural Welding; Agricultural Machinery Painting; Planning, Layout, and Fabrication of Custom Equipment; Electrical Fundamentals for Agriculture; Using Electricity in Agriculture; Managing Dealership Parts Department; and Managing an Agricultural Machinery Service Department. (HD)

ED 135 942 CE 009 327

Ornamental Horticulture.

New York State Education Dept., Albany. Bureau of Occupational and Career Curriculum Development.

Pub Date—Jun 74

Note—372p.; For related documents see CE 007 550, CE 008 147-148, CE 008 151, CE 009 326-328, ED 105 080 (Modular Design Approach for Agricultural Education), and ED 105 296 (Module Directory for Agricultural Education); Not available in hard copy due to print quality of original

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Agribusiness, *Agricultural Education, Horticulture, Instructional Materials, Learning Modules, Nurseries (Horticulture), Off Farm Agricultural Occupations, *Ornamental Horticulture, Ornamental Horticulture Occupations, Skill Development, *Vocational Agriculture

Each of the 32 curriculum modules in this packet for ornamental horticulture instruction contains a brief description of the module content, a list of the major division or units, the overall objectives, objectives by units, content outline and suggested teaching methods, student application activities, and evaluation procedures. A listing of resource materials is also included for each module. Module titles are Climbing, Limbing, and Felling; Pruning Ornamentals; Floral Design and Construction; Funeral Spray and Wreath Construction; Funeral Designs; Simple Wedding Designs; Producing Christmas Decorations; Retail Flower Shop Operation and Management; Introduction to Growing Greenhouse Crops; Growing Bedding Plants; Growing Specialized Greenhouse Holiday Crops; Ornamental Horticulture-Landscape Design; Landscape Construction Features; Indoor Landscaping; Identifying and Using Indoor Foliage Plants; Implement-

ing Landscape Plantings; Maintaining Woody Shrubs in the Landscape; Identification and Landscape Use of Herbaceous Plants; Growing Nursery Plants; Asexual Plant Propagation; Plant Propagation From Seed; Growing and Caring for Turf Grass; Lawn Construction; Greenskeeping; Controlling Insects, Diseases and Fertilization; Preparing and Maintaining Ornamental Horticulture Soils; Using Woody Plants in Ornamental Horticulture; Developing an Ornamental Business Location and Layout; Preparing Nursery Stock for Sale; Operation and Maintenance of Horticultural Equipment; Scheduling Greenhouse Crop Production; and Preparing Flowers for Sale. (HD)

ED 135 943 CE 009 328

Modules in Agricultural Education for Agricultural Production.

New York State Education Dept., Albany. Bureau of Occupational and Career Curriculum Development.

Pub Date—Jun 74

Note—839p.; For related documents see CE 007 550, CE 008 147-148, CE 008 151, CE 009 326-328, ED 105 080 (Modular Design Approach for Agricultural Education), and ED 105 296 (Module Directory for Agricultural Education); Not available in hard copy due to print quality of original

EDRS Price MF-$1.50 Plus Postage. HC Not Available from EDRS.

Descriptors—Agribusiness, *Agricultural Education, *Agricultural Production, Agricultural Skills, Animal Science, Instructional Materials, Learning Modules, Plant Science, Skill Development, *Vocational Agriculture

Each of the 61 modules in this packet contains a brief description of the module: contents, a list of the major division of units, the overall objectives, objectives by units, content outline, and suggested teaching method, student application activities, and evaluation procedures. A list of resource materials is also included for each. Some of the module titles are Producing Quality Milk; Dairy Cattle Breeding; Dairy Health and Disease; Beef Production; Handling the Foal; Harness Training of Horses; Swine Production; Sheep Production; Poultry Production; Selecting and Handling Dogs and Cats; Care of Birds; Care and Maintenance of Tropical Fish; Care and Handling of Reptiles and Amphibians; Care and Handling of Small Animals; Handling of Primates; Internal and External Parasites of Animals; Sterilization, Disinfection and Sterile Packs; Repair of Equipment; Care and Growing of Insects; Planning a Breeding Program (Livestock); Planning the Cropping Program; and Harvesting the Crop. (HD)

ED 135 945 CE 009 368

Advertising Services Module. A Second-Level Option for Distribution and Marketing.

New York State Education Dept., Albany. Bureau of Occupational and Career Curriculum Development.

Pub Date—76

Note—48p.; For related documents see ED 086 899 and ED 110 597

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Adult Education, *Distributive Education, Instructional Materials, *Learning Activities, Learning Modules, *Marketing, *Publicize, Secondary Education, Skill Development, *Unit Plan

Identifiers—*Advertising

Developed as a second level option to follow an introductory course in marketing and distribution, or as an advanced course in continuing education, this guide outlines principles and practices needed by persons who wish to enter the field of advertising services or for individuals who desire to upgrade their skills in this area. The content, built on a base of elementary understandings, is designed to permit the student to apply his or her knowledge and skills at each step of the educational process. The introductory section covers employment demands, instructional administrative considerations, facilities, student attributes, course format, teaching suggestions, and expected outcomes. The five units are titled Advertising–An Overview, Factors Influencing Creation of Advertisements, Advertising Media, The Campaign, and Advertising Layout and Copy. Each unit contains performance objectives and a content outline with corresponding suggested activities. A list of resources is also included. (HD)

ED 135 946 CE 009 455

Dudley, Gordon A. Tiedeman, David V.

Career Development: Exploration and Commitment.

Pub Date—Jan 77

Note—416p.

Available from—Accelerated Development Inc., Publication Division, P.O. Box 667, Muncie, Indiana 47305 ($10.95, plus postage)

Document Not Available from EDRS.

Descriptors—*Behavioral Science Research, Career Choice, Career Education, Career Exploration, Counseling Theories, Counselor Role, *Decision Making, Educational Psychology, Educational Research, Educational Strategies, *Educational Theories, Guidance Services, Models, *Occupational Guidance, Psychological Characteristics, Psychology, Secondary Education, Technical Education, Trend Analysis, *Vocational Development, *Vocational Education

Identifiers—Harvard Studies of Career Development

The Harvard Studies in Career Development (1949-1971) are reviewed in this volume to provide students and professionals with a comprehensive survey and analysis of these studies and to provide a primary source document for theory and research in the field of career development. The volume is organized in four major sections, preceded by an overview chapter on occupational behavior and the psychology of career development. Section 1 documents the theoretical context generated by the Harvard Studies, focusing on decisionmaking processes, self-concept, and theory of purposeful behavior. Section 2 is devoted to a critical review and elaboration of the theoretical context presented in Section 1. Section 3 discusses new directions in theory and research, including imagination and ego synthesis, research strategies, the organization and intention of a proposed data and educational system for vocational decisionmaking. Section 4 addresses implications for education, guidance, and counseling psychology. Appendixes contain name and subject indexes, a bibliography, and information under the following headings: The Operational Specification of Ideal Purposeful Action, Detailed Scoring of Malfunctions in Purposeful Action in Relation to Justification of Vocational Choice, Understanding Needed for Prevention of Claim that System Determines Lives, Preliminary Specifications for Data and Routines, and Procedures for Implementing the Making of Vocational Decisions. (TA)

ED 135 947 CE 009 534

Soil Classification and Treatment.

Journal Cit—BBB01635

Clemson Univ., S.C. Vocational Education Media Center.

Spons Agency—South Carolina State Dept. of Education, Columbia. Agricultural Education Section.

Pub Date—76

Note—75p.; Several pages include photographs which may not reproduce well

Available from—Vocational Education Media Center, Room 10, Tillman Hall, Clemson University, Clemson, South Carolina 29631 ($1.00)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Agricultural Education, *Land Use, Natural Resources, Secondary Education, *Soil Conservation, *Soil Science, Vocational Agriculture

This instructional unit was designed to enable students, primarily at the secondary level, to (1) classify soils according to current capability classifications of the Soil Conservation Service, (2) select treatments needed for a given soil class according to current recommendations provided by the Soil Conservation Service, and (3) interpret a typical land capability map provided by the Soil Conservation Service. Five major sections are included: Factors to Consider in Classifying Soils (texture, subsoil permeability, depth of surface soil and subsoil, slope, erosion, drainage); Land Capability Classes (class I, E soil classes, W soil classes, S soil classes, soil classification charts); Lane Use and Treatment; Soil and Water Conservation; and Soil and Water Conservation Plan. A soil texture chart and a glossary of terms (used in classifying soil and in determining recommended land use treatments) are appended. (HD)

ED 135 948 CE 009 541

Agricultural Sales and Services. A Curriculum Guide. Preliminary Draft.

Clemson Univ., S.C. Vocational Education Media Center.South Carolina State Dept. of Education, Columbia. Agricultural Education Section.

Pub Date—75

Note—268p.

Available from—Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 ($5.00)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Agricultural Supplies, *Agricultural Supply Occupations, Behavioral Objectives, Curriculum Guides, Equipment, Feed Stores, Fertilizers, *Learning Activities, Off Farm Agricultural Occupations, Pesticides, Petroleum Industry, *Sales Occupations, Secondary Education, *Service Occupations, Vocational Education

This guide outlines what should be taught to provide training for high school students in agricultural sales and services, and to some degree how and with what resources. The general framework of this 1-year course outline is presented as a problemsolving approach wherein objectives spell out the expected outcomes. After an introductory section on use of the guide, 10 units of instruction–four supportive and six functional–are presented. The supportive units are Orientation to Agricultural Sales and Services, Basic Selling, Farm Supply Store Management, and Business Procedures. The functional units are Feed Sales and Services, Seed Sales and Services, Fertilizer Sales and Services, Pesticide Sales and Services, Petroleum Products Sales and Services, and Hardware Sales and Services. Each unit contains objectives, learning activities, topics, and resources. A bibliography, a list of recommended materials for equipment, and the names and addresses of professional or technical organizations are appended. (HD)

ED 135 949 CE 009 542

Ornamental Horticulture. A Curriculum Guide. Preliminary Draft.

Clemson Univ., S.C. Vocational Education Media Center.South Carolina State Dept. of Education, Columbia. Agricultural Education Section.

Pub Date—75

Note—713p.

Available from—Vocational Education Media Center, Clemson University, 10 Tillman Hall, Clemson, South Carolina 29631 ($5.50)

EDRS Price MF-$1.33 Plus Postage. HC Not Available from EDRS.

Descriptors—Agricultural Education, Career Exploration, Career Opportunities, Curriculum Guides, Instructional Materials, Occupational Information, *Ornamental Horticulture, *Ornamental Horticulture Occupations, Secondary Education, Skill Development, Teaching Guides, *Units of Study, Vocational Education

Developed as part of a larger project to revise the total agricultural education curriculum in South Carolina, this curriculum guide for a 2-year ornamental horticulture course contains six functional units, each with several sub-units, and six horizontal supportive units. Each unit includes behavioral objectives, learning activities, topic outline of content, and list of resources. The six supportive units are Orientation; Horticultural Mechanics (General Shop, Construction and Maintenance Skills, Using A Transit, Machinery Operation and Maintenance, Small Gasoline Engines, Machinery and Equipment Maintenance, and Engine Trouble Shooting and Repair); Basic Plant Science; Basic Soils; Basic Pest Control; and Identifying Ornamental Plants. The six functional units and their subunits are Nursery Production (Exploring Career Opportunities); Greenhouse Crop Productions (Growing a Fall Crop, Growing a Winter Crop, Growing a Spring Crop, and Exploring Career opportunities); Turfgrass Establishment and Maintenance (Turfgrass Establishment, Turfgrass Maintenance, and Exploring Career Opportunities); Landscape Design (Exploring Career Opportunities); Landscape Establishment and Maintenance (Exploring Career Opportunities); and Flower Shop and Garden Center Operation and Management (Retail Flower Shop and Operation and Management, Garden Center Operation and Management, Basic Sales, and Exploring Career Opportunities). An equipment list, a selected list of professional and technical societies and organizations concerned with ornamental horticulture and its applications, and a bibliography are appended. (HD)

ED 135 950 CE 009 549

Cooperative Office Education Manual.

Journal Cit—BBB06627

Clemson Univ., S.C. Vocational Education Media Center.

Spons Agency—South Carolina State Dept. of Education, Columbia. Office of Vocational Education.

Pub Date—76

Note—119p.

Available from—Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 ($6.00)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Academic Standards, Administrator Guides, Behavioral Objectives, *Cooperative Education, *Cooperative Programs, Coordination, Instructor Coordinators, *Office Occupations Education, Program Coordination, *Program Planning, Secondary Education, Teacher Responsibility, *Teacher Role, Units of Study

This manual, intended for inexperienced and experienced coordinators, school administrators, and guidance personnel, is designed to provide practical suggestions for initiating, developing, operating, coordinating, improving, and evaluating cooperative office education programs. Major content is presented primarily in outline form under the following headings: Philosophy of Cooperative Office Education; Definitions, Requirements, and Standards for Cooperative Office Education I and II; General Objectives and Benefits of a Cooperative Office Education Program; Establishing a Cooperative Office Education Program (Interest of School Personnel, Steps in Establishing a Cooperative Office Education Program, The Teacher-Coordinator, Recruitment of Students, Facilities and Equipment); Coordination Activities (Advisory Committee, Public Relations, Training Stations, Training Agreement and Training Plan, Selecting Co-Op II Students, Evaluating the Program, Preparing and Maintaining Records); Federal and State Laws; Areas of Accountability for Teacher-Coordinator; Behavioral Objectives and Suggested Units of Study for Co-Op I (Office Orientation, Personal Development, Getting the Job You Want, Basic Skills, Business Letters, Mailing and Shipping, Records Management and Filing, Receptionist Training, Telephone and Telegraph Services, Copying and Duplicating Machines, Office Machines); Behavioral Objectives and Suggested Units of Study for Co-Op II (Secretarial Procedures, Specialized Typewriting, Machine Transcription, Financial Records); and Supplemental Units (Civil Service Office, Insurance Office, Introduction to Data Processing, Legal Secretary, Medical Secretary, Office Management, Personal Money Management, Real Estate Office, Business Terminology). A list of resource materials and 15 forms for use in establishing a cooperative office education program are included. (HD)

ED 135 951 CE 009 663

Locke, Leonard A.

Priorities for Planning in Vocational Education: Alternatives for the 1970s.

National Planning Association, Washington, D.C.

Report No.—NPA-144; VT-103-594

Pub Date—75

Note—48p.

Available from—National Planning Association, 1606 New Hampshire Avenue, N.W., Washington, D.C. 20009 (Report No. 144, $3.00)

Document Not Available from EDRS.

Descriptors—Disadvantaged Youth, *Educational Planning, *Educational Policy, Enrollment, Federal Aid, Federal Legislation, Grants, Handicapped Students, Labor Market, *Policy Formation, Program Costs, Program Evaluation, Public Policy, Revenue Sharing, Rural Urban Differences, Socioeconomic Influences, State Aid, *Trend Analysis, *Vocational Education

Identifiers—United States

Written before the congressional deliberations which resulted in changes in the Vocational Education Act, this report makes the recommendations for national priorities of vocational education legislation. The report is in two general sections: (1) A National Planning Association (NPA) joint statement entitled "Strengthening Vocational Education in America" and (2) the basic report in six chapters and five statistical tables. The joint statement contains footnoted explanatory or contradictory comments by individual committee members. Chapter 1 provides an overview of current developments in vocational education and briefly discusses alternative issues. A discussion of enrollment changes, program changes, and the need to reach handicapped and disadvantaged students is contained in chapter 2. Economic and educational performance indicators in relation to vocational education programs are discussed in chapter 3. Chapter 4 considers the labor market changes and discusses rural urban differences. Chapter 5 deals with dollar spending as an indicator of priorities, and chapter 6 discusses the grants system tied to specific legislative objectives. (HD)

ED 135 952 CE 009 736

Cooper, Gloria S., Ed. Magisos, Joel H., Ed.

Metrics for Agricultural Mechanics.

Journal Cit—BBB09463

Ohio State Univ., Columbus. Center for Vocational Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date—76

Contract—OEC-0-74-9335

Note—59p.; For related documents see CE 009 736-790

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—Agribusiness, *Agricultural Engineering, *Curriculum, Instructional Materials, Learning Activities, Measurement Instruments, *Metric System, Natural Resources, Secondary Education, Teaching Techniques, Units of Study, *Vocational Education

Designed to meet the job-related metric measurement needs of agricultural mechanics students, this instructional package is one of four for the agribusiness and natural resources occupations cluster, part of a set of 55 packages for metric instruction in different occupations. The package is intended for students who already know the occupational terminology, measurement terms, and tools currently in use. Each of the five units in this instructional package contains performance objectives, learning activities, and supporting information in the form of text, exercises, and tables. In addition, suggested teaching techniques are included. At the back of the package are objective-based evaluation items, a page of answers to the exercises and tests, a list of metric materials needed for the activities, references, and a list of suppliers. The material is designed to accommodate a variety of individual teaching and learning styles, e.g., independent study, small group, or whole-class activity. Exercises are intended to facilitate experiences with measurement instruments, tools, and devices used in this occupation and job-related tasks of estimating and measuring. Unit 1, a general introduction to the metric system of measurement, provides informal, hands-on experiences for the students. This unit enables students to become familiar with the basic metric units, their symbols, and measurement instruments, and to develop a set of mental references for metric values. The metric system of notation also is explained. Unit 2 provides the metric terms which are used in this occupation and gives experience with occupational measurement tasks. Unit 3 focuses on job-related metric equivalents and their relationships. Unit 4 provides experience with recognizing and using metric instruments and tools in occupational measurement tasks. It also provides experience in comparing metric and customary measurement instruments. Unit 5 is designed to give students practice in converting customary and metric measurements, a skill considered useful during the transition to metric in each occupation. (HD)

ED 135 953 CE 009 737

Cooper, Gloria S., Ed. Magisos, Joel H., Ed.

Metrics for Agricultural Supplies & Services, Agricultural Production.

Journal Cit—BBB09463

Ohio State Univ., Columbus. Center for Vocational Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date—76

Contract—OEC-0-74-9335

Note—63p.; For related documents see CE 009 736-790

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—Agribusiness, *Agricultural Production, *Agricultural Supply Occupations, *Curriculum, Instructional Materials, Learning Activities, Measurement Instruments, *Metric System, Natural Resources, Secondary Education, Teaching Techniques, Units of Study, *Vocational Education

Designed to meet the job-related metric measurement needs of students interested in agricultural supplies and services, and agricultural production, this instructional package is one of four for the agribusiness and natural resources occupations cluster, part of a set of 55 packages for metric instruction in different occupations. The package is intended for students who already know the occupational terminology, measurement terms, and tools currently in use. Each of the five units in this instructional package contains performance objectives, learning activities, and supporting information in the form of text, exercises, and tables. In addition, suggested teaching techniques are included. At the back of the package are objective-based evaluation items, a page of answers to the exercises and tests, a list of metric materials needed for the activities, references, and a list of suppliers. The material is designed to accommodate a variety of individual teaching and learning styles, e.g., independent study, small group, or whole-class activity. Exercises are intended to facilitate experiences with

measurement instruments, tools, and devices used in this occupation and job-related tasks of estimating and measuring. Unit I, a general introduction to the metric system of measurement, provides informal, hands-on experiences for the students. This unit enables students to become familiar with the basic metric units, their symbols, and measurement instruments; and to develop a set of mental references for metric values. The metric system of notation also is explained. Unit 2 provides the metric terms which are used in this occupation and gives experience with occupational measurement tasks. Unit 3 focuses on job-related metric equivalents and their relationships. Unit 4 provides experience with recognizing and using metric instruments and tools in occupational measurement tasks. It also provides experience in comparing metric and customary measurement instruments. Unit 5 is designed to give students practice in converting customary and metric measurements, a skill considered useful during the transition to metric in each occupation. (HD)

ED 135 954 CE 009 738

Cooper, Gloria S., Ed. Magnan, Joel H., Ed.

Metrics for Forestry.

Journal Cit—BBB09463

Ohio State Univ., Columbus. Center for Vocational Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date—76

Contract—OEC-0-74-9335

Note—59p.; For related documents see CE 009 736-790

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—Agribusiness, *Curriculum, *Forestry, Instructional Materials, Learning Activities, Measurement Instruments, *Metric System, Natural Resources, Secondary Education, Teaching Techniques, Units of Study, *Vocational Education

Designed to meet the job-related metric measurement needs of forestry students, this instructional package is one of four for the agribusiness and natural resources occupations cluster, part of a set of 55 packages for metric instruction in different occupations. The package is intended for students who already know the occupational terminology, measurement terms, and tools currently in use. Each of the five units in this instructional package contains performance objectives, learning activities, and supporting information in the form of text, exercises, and tables. In addition, suggested teaching techniques are included. At the back of the package are objective-based evaluation items, a page of answers to the exercises and tests, a list of metric materials needed for the activities, references, and a list of suppliers. The material is designed to accommodate a variety of individual teaching and learning styles, e.g., independent study, small group, or whole-class activity. Exercises are intended to facilitate experiences with measurement instruments, tools, and devices used in this occupation and job-related tasks of estimating and measuring. Unit I, a general introduction to the metric system of measurement, provides informal, hands-on experiences for the students. This unit enables students to become familiar with the basic metric units, their symbols, and measurement instruments; and to develop a set of mental references for metric values. The metric system of notation also is explained. Unit 2 provides the metric terms which are used in this occupation and gives experience with occupational measurement tasks. Unit 3 focuses on job-related metric equivalents and their relationships. Unit 4 provides experience with recognizing and using metric instruments and tools in occupational measurement tasks. It also provides experience in comparing metric and customary measurement instruments. Unit 5 is designed to give students practice in converting customary and metric measurements, a skill considered useful during the transition to metric in each occupation. (HD)

ED 135 955 CE 009 739

Cooper, Gloria S., Ed. Magnan, Joel H., Ed.

Metrics for Horticulture.

Journal Cit—BBB09463

Ohio State Univ., Columbus. Center for Vocational Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date—76

Contract—OEC-0-74-9335

Note—59p.; For related documents see CE 009 736-790

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—Agribusiness, *Curriculum, *Horticulture, Instructional Materials, Learning Activities, Measurement Instruments, *Metric System, Natural Resources, Secondary Education, Teaching Techniques, Units of Study, *Vocational Education

Designed to meet the job-related metric measurement needs of horticulture students, this instructional package is one of four for the agribusiness and natural resources occupations cluster, part of a set of 55 packages for metric instruction in different occupations. The package is intended for students who already know the occupational terminology, measurement terms, and tools currently in use. Each of the five units in this instructional package contains performance objectives, learning activities, and supporting information in the form of text, exercises, and tables. In addition, suggested teaching techniques are included. At the back of the package are objective-based evaluation items, a page of answers to the exercises and tests, a list of metric materials needed for the activities, references, and a list of suppliers. The material is designed to accommodate a variety of individual teaching and learning styles, e.g., independent study, small group, or whole-class activity. Exercises are intended to facilitate experiences with measurement instruments, tools, and devices used in this occupation and job-related tasks of estimating and measuring. Unit I, a general introduction to the metric system of measurement, provides informal, hands-on experiences for the students. This unit enables students to become familiar with the basic metric units, their symbols, and measurement instruments; and to develop a set of mental references for metric values. The metric system of notation also is explained. Unit 2 provides the metric terms which are used in this occupation and gives experience with occupational measurement tasks. Unit 3 focuses on job-related metric equivalents and their relationships. Unit 4 provides experience with recognizing and using metric instruments and tools in occupational measurement tasks. It also provides experience in comparing metric and customary measurement instruments. Unit 5 is designed to give students practice in converting customary and metric measurements, a skill considered useful during the transition to metric in each occupation. (HD)

ED 135 956 CE 009 745

Cooper, Gloria S., Ed. Magnan, Joel H., Ed.

Metrics for General Office Clerks, Clerk-Typists, Typists.

Journal Cit—BBB09463

Ohio State Univ., Columbus. Center for Vocational Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date—76

Contract—OEC-0-74-9335

Note—68p.; For related documents see CE 009 736-790

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—Business Education, *Clerical Occupations, *Curriculum, Instructional Materials, Learning Activities, Measurement Instruments, *Metric System, Office Occupations Education, Secondary Education, Teaching Techniques, *Typists, Units of Study, *Vocational Education

Designed to meet the job-related metric measurement needs of students interested in becoming clerks, clerk-typists, and typists, this instructional package is one of three for the business and office occupations cluster, part of a set of 55 packages for metric instruction in different occupations. The package is intended for students who already know the occupational terminology, measurement terms, and tools currently in use. Each of the five units in this instructional package contains performance objectives, learning activities, and supporting information in the form of text, exercises, and tables. In addition, suggested teaching techniques are included. At the back of the package are objective-based evaluation items, a page of answers to the exercises and tests, a list of metric materials needed for the activities, references, and a list of suppliers. The material is designed to accommodate a variety of individual teaching and learning styles, e.g., independent study, small group, or whole-class activity. Exercises are intended to facilitate experiences with measurement instruments, tools, and devices used in this occupation and job-related tasks of estimating and measuring. Unit I, a general introduction to the metric system of measurement, provides informal, hands-on experiences for the students. This unit enables students to become familiar with the basic metric units, their symbols, and measurement instruments; and to develop a set of mental references for metric values. The metric system of notation also is explained. Unit 2 provides the metric terms which are used in this occupation and gives experience with occupational measurement tasks. Unit 3 focuses on job-related metric equivalents and their relationships. Unit 4 provides experience with recognizing and using metric instruments and tools in occupational measurement tasks. It also provides experience in comparing metric and customary measurement instruments. Unit 5 is designed to give students practice in converting customary and metric measurements, a skill considered useful during the transition to metric in each occupation. (HD)

ED 135 957 CE 009 746

Cooper, Gloria S., Ed. Magnan, Joel H., Ed.

Metrics for Key Punch Operators.

Journal Cit—BBB09463

Ohio State Univ., Columbus. Center for Vocational Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date—76

Contract—OEC-0-74-9335

Note—60p.; For related documents see CE 009 736-790

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—Business Education, *Curriculum, *Data Processing, Instructional Materials, Learning Activities, Measurement Instruments, *Metric System, Office Occupations Education, Secondary Education, Teaching Techniques, Units of Study, *Vocational Education

Identifiers—*Key Punch Operators

Designed to meet the job-related metric measurement needs of key punch operator students, this instructional package is one of three for the business and office occupations cluster, part of a set of 55 packages for metric instruction in different occupations. The package is intended for students who already know the occupational terminology, measurement terms, and tools currently in use. Each of the five units in this instructional package contains performance objectives, learning activities, and supporting information in the form of text, exercises, and tables. In addition, suggested teaching techniques are included. At the back of the package are objective-based evaluation items, a page of answers to the exercises and tests, a list of metric materials needed for the activities, references, and a list of suppliers. The material is designed to accommodate a variety of individual teaching and learning styles, e.g., independent study, small group, or whole-class activity. Exercises are intended to

facilitate experiences with measurement instruments, tools, and devices used in this occupation and job-related tasks of estimating and measuring. Unit I, a general introduction to the metric system of measurement, provides informal, hands-on experiences for the students. This unit enables students to become familiar with the basic metric units, their symbols, and measurement instruments; and to develop a set of mental references for metric values. The metric system of notation also is explained. Unit 2 provides the metric terms which are used in this occupation and gives experience with occupational measurement tasks. Unit 3 focuses on job-related metric equivalents and their relationships. Unit 4 provides experience with recognizing and using metric instruments and tools in occupational measurement tasks. It also provides experience in comparing metric and customary measurement instruments. Unit 5 is designed to give students practice in converting customary and metric measurements, a skill considered useful during the transition to metric in each occupation. (HD)

ED 135 958 CE 009 747

Cooper, Gloria S., Ed. Magisos, Joel H., Ed.
Metrics for Secretarial, Stenography.
Journal Cit—BBB09463
Ohio State Univ., Columbus. Center for Vocational Education.
Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Pub Date—76
Contract—OEC-0-74-9335
Note—68p.; For related documents see CE 009 736-790
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors—Business Education, Clerical Occupations, *Curriculum, Instructional Materials, Learning Activities, Measurement Instruments, *Metric System, Office Occupations Education, Secondary Education, Secretaries, *Stenography, Teaching Techniques, Typewriting, Units of Study, *Vocational Education

Designed to meet the job-related metric measurement needs of secretarial, stenography students, this instructional package is one of three for the business and office occupations cluster, part of a set of 55 packages for metric instruction in different occupations. The package is intended for students who already know the occupational terminology, measurement terms, and tools currently in use. Each of the five units in this instructional package contains performance objectives, learning activities, and supporting information in the form of text, exercises, and tables. In addition, suggested teaching techniques are included. At the back of the package are objective-based evaluation items, a page of answers to the exercises and tests, a list of metric materials needed for the activities, references, and a list of suppliers. The material is designed to accommodate a variety of individual teaching and learning styles, e.g., independent study, small group, or whole-class activity. Exercises are intended to facilitate experiences with measurement instruments, tools, and devices used in this occupation and job-related tasks of estimating and measuring. Unit I, a general introduction to the metric system of measurement, provides informal, hands-on experiences for the students. This unit enables students to become familiar with the basic metric units, their symbols, and measurement instruments; and to develop a set of mental references for metric values. The metric system of notation also is explained. Unit 2 provides the metric terms which are used in this occupation and gives experience with occupational measurement tasks. Unit 3 focuses on job-related metric equivalents and their relationships. Unit 4 provides experience with recognizing and using metric instruments and tools in occupational measurement tasks. It also provides experience in comparing metric and customary measurement instruments. Unit 5 is designed to give students practice in converting customary and metric measurements, a skill considered useful during the transition to metric in each occupation. (HD)

ED 135 959 CE 009 748

Cooper, Gloria S., Ed. Magisos, Joel H., Ed.
Metrics for Architectural, Civil, Mechanical Drafting.
Journal Cit—BBB09463
Ohio State Univ., Columbus. Center for Vocational Education.
Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Pub Date—76
Contract—OEC-0-74-9335
Note—69p.; For related documents see CE 009 736-790
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors—*Architectural Drafting, *Architecture, *Civil Engineering, Communications, *Curriculum, Engineering Drawing, Instructional Materials, Learning Activities, Mass Media, Measurement Instruments, *Metric System, Secondary Education, Teaching Techniques, Units of Study, *Vocational Education

Designed to meet the job-related metric measurement needs of architectural, civil, mechanical drafting students, this instructional package is one of six for the communication media occupations cluster, part of a set of 55 packages for metric instruction in different occupations. The package is intended for students who already know the occupational terminology, measurement terms, and tools currently in use. Each of the five units in this instructional package contains performance objectives, learning activities, and supporting information in the form of text, exercises, and tables. In addition, suggested teaching techniques are included. At the back of the package are objective-based evaluation items, a page of answers to the exercises and tests, a list of metric materials needed for the activites, references, and a list of suppliers. The material is designed to accommodate a variety of individual teaching and learning styles, e.g., independent study, small group, or whole-class activity. Exercises are intended to facilitate experiences with measurement instruments, tools, and devices used in this occupation and job-related tasks of estimating and measuring. Unit I, a general introduction to the metric system of measurement, provides informal, hands-on experiences for the students. This unit enables students to become familiar with the basic metric units, their symbols, and measurement instruments; and to develop a set of mental references for metric values. The metric system of notation also is explained. Unit 2 provides the metric terms which are used in this occupation and gives experience with occupational measurement tasks. Unit 3 focuses on job-related metric equivalents and their relationships. Unit 4 provides experience with recognizing and using metric instruments and tools in occupational measurement tasks. It also provides experience in comparing metric and customary measurement instruments. Unit 5 is designed to give students practice in converting customary and metric measurements, a skill considered useful during the transition to metric in each occupation. (HD)

ED 135 960 CE 009 749

Cooper, Gloria S., Ed. Magisos, Joel H., Ed.
Metrics for Bindery Operation.
Journal Cit—BBB09463
Ohio State Univ., Columbus. Center for Vocational Education.
Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Pub Date—76
Contract—OEC-0-74-9335
Note—59p.; For related documents see CE 009 736-790
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors—Communications, *Curriculum, Instructional Materials, Learning Activities, Mass Media, Measurement Instruments, *Metric System, Publishing Industry, Secondary Education, Teaching Techniques, Units of Study, *Vocational Education
Identifiers—*Book Binding

Designed to meet the job-related metric measurement needs of bindery operations students, this instructional package is one of six for the communication media occupations cluster, part of a set of 55 packages for metric instruction in different occupations. The package is intended for students who already know the occupational terminology, measurement terms, and tools currently in use. Each of the five units in this instructional package contains performance objectives, learning activities, and supporting information in the form of text, exercises, and tables. In addition, suggested teaching techniques are included. At the back of the package are objective-based evaluation items, a page of answers to the exercises and tests, a list of metric materials needed for the activities, references, and a list of suppliers. The material is designed to accommodate a variety of individual teaching and learning styles, e.g., independent study, small group, or whole-class activity. Exercises are intended to facilitate experiences with measurement instruments, tools, and devices used in this occupation and job-related tasks of estimating and measuring. Unit I, a general introduction to the metric system of measurement, provides informal, hands-on experiences for the students. This unit enables students to become familiar with the basic metric units, their symbols, and measurement instruments; and to develop a set of mental references for metric values. The metric system of notation also is explained. Unit 2 provides the metric terms which are used in this occupation and gives experience with occupational measurement tasks. Unit 3 focuses on job-related metric equivalents and their relationships. Unit 4 provides experience with recognizing and using metric instruments and tools in occupational measurement tasks. It also provides experience in comparing metric and customary measurement instruments. Unit 5 is designed to give students practice in converting customary and metric measurements, a skill considered useful during the transition to metric in each occupation. (HD)

ED 135 961 CE 009 750

Cooper, Gloria S., Ed. Magisos, Joel H., Ed.
Metrics for Commercial Photography.
Journal Cit—BBB09463
Ohio State Univ., Columbus. Center for Vocational Education.
Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Pub Date—76
Contract—OEC-0-74-9335
Note—59p.; For related documents see CE 009 736-790
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors—Communications, *Curriculum, Instructional Materials, Learning Activities, Mass Media, Measurement Instruments, *Metric System, *Photography, Secondary Education, Teaching Techniques, Units of Study, *Vocational Education

Designed to meet the job-related metric measurement needs of commercial photography students, this instructional package is one of six for the communications media occupations cluster, part of a set of 55 packages for metric instruction in different occupations. The package is intended for students who already know the occupational terminology, measurement terms, and tools currently in use. Each of the five units in this instructional package contains performance objectives, learning activities, and supporting information in the form of text, exercises, and tables. In addition, suggested teaching techniques are included. At the back of the package are objective-based evaluation items, a page of answers to the exercises and tests, a list of metric materials needed for the activities, references, and a list of suppliers. The material is designed to ac-

commodate a variety of individual teaching and learning styles, e.g., independent study, small group, or whole-class activity. Exercises are intended to facilitate experiences with measurement instruments, tools, and devices used in this occupation and job-related tasks of estimating and measuring. Unit I, a general introduction to the metric system of measurement, provides informal, hands-on experiences for the students. This unit enables students to become familiar with the basic metric units, their symbols, and measurement instruments; and to develop a set of mental references for metric values. The metric system of notation also is explained. Unit 2 provides the metric terms which are used in this occupation and gives experience with occupational measurement tasks. Units 3 focuses on job-related metric equivalents and their relationships. Unit 4 provides experience with recognizing and using metric instruments and tools in occupational measurement tasks. It also provides experience in comparing metric and customary measurement instruments. Unit 5 is designed to give students practice in converting customary and metric measurements, a skill considered useful during the transition to metric in each occupation. (HD)

ED 135 962 CE 009 751

Cooper, Gloria S., Ed. Magisos, Joel H., Ed.

Metrics for Copy Preparation, Layout and Design, Type Composition.

Journal Cit—BBB09463

Ohio State Univ., Columbus. Center for Vocational Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date—76

Contract—OEC-0-74-9335

Note—69p.; For related documents see CE 009 736-790

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—Communications, *Curriculum, Instructional Materials, *Layout (Publications), Learning Activities, Mass Media, Measurement Instruments, *Metric System, News Media, *Printing, Secondary Education, Teaching Techniques, Units of Study, *Vocational Education

Designed to meet the job-related metric measurement needs of students interested in copy preparation, layout and design, and type composition, this instructional package is one of six for the communication media occupations cluster, part of a set of 55 packages for metric instruction in different occupations. The package is intended for students who already know the occupational terminology, measurement terms, and tools currently in use. Each of the five units in this instructional package contains performance objectives, learning activities, and supporting information in the form of text, exercises, and tables. In addition, suggested teaching techniques are included. At the back of the package are objective-based evaluation items, a page of answers to the exercises and tests, a list of metric materials needed for the activities, references, and a list of suppliers. The material is designed to accommodate a variety of individual teaching and learning styles, e.g., independent study, small group, or whole-class activity. Exercises are intended to facilitate experiences with measurement instruments, tools, and devices used in this occupation and job-related tasks of estimating and measuring. Unit I, a general introduction to the metric system of measurement, provides informal, hands-on experiences for the students. This unit enables students to become familiar with the basic metric units, their symbols, and measurement instruments; and to develop a set of mental references for metric values. The metric system of notation also is explained. Unit 2 provides the metric terms which are used in this occupation and gives experience with occupational measurement tasks. Unit 3 focuses on job-related metric equivalents and their relationships. Unit 4 provides experience with recognizing and using metric instruments and tools in occupational measurement tasks. It also provides experience in comparing metric and customary measurement instruments. Unit 5 is designed to give students practice in converting customary and metric measurements, a skill considered useful during the transition to metric in each occupation. (HD)

ED 135 963 CE 009 752

Cooper, Gloria S., Ed. Magisos, Joel H., Ed.

Metrics for Litho Photography, Offset Stripping, Offset Platemaking.

Journal Cit—BBB09463

Ohio State Univ., Columbus. Center for Vocational Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date—76

Contract—OEC-0-74-9335

Note—69p.; For related documents see CE 009 736-790

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—Communications, *Curriculum, Instructional Materials, Learning Activities, Mass Media, Measurement Instruments, *Metric System, News Media, Photography, *Printing, Secondary Education, Teaching Techniques, Units of Study, *Vocational Education

Designed to meet the job-related metric measurement needs of students interested in litho photography, offset stripping, and offset platemaking, this instructional package is one of six for the communication media occupations cluster, part of a set of 55 packages for metric instruction in different occupations. The package is intended for students who already know the occupational terminology, measurement terms, and tools currently in use. Each of the five units in this instructional package contains performance objectives, learning activities, and supporting information in the form of text, exercises, and tables. In addition, suggested teaching techniques are included. At the back of the package are objective-based evaluation items, a page of answers to the exercises and tests, a list of metric materials needed for the activities, references, and a list of suppliers. The material is designed to accommodate a variety of individual teaching and learning styles, e.g., independent study, small group, or whole-class activity. Exercises are intended to facilitate experiences with measurement instruments, tools, and devices used in this occupation and job-related tasks of estimating and measuring. Unit I, a general introduction to the metric system of measurement, provides informal, hands-on experiences for the students. This unit enables students to become familiar with the basic metric units, their symbols, and measurement instruments; and to develop a set of mental references for metric values. The metric system of notation also is explained. Unit 2 provides the metric terms which are used in this occupation and gives experience with occupational measurement tasks. Unit 3 focuses on job-related metric equivalents and their relationships. Unit 4 provides experience with recognizing and using metric instruments and tools in occupational measurement tasks. It also provides experience in comparing metric and customary measurement instruments. Unit 5 is designed to give students practice in converting customary and metric measurements, a skill considered useful during the transition to metric in each occupation. (HD)

ED 135 964 CE 009 753

Cooper, Gloria S., Ed. Magisos, Joel H., Ed.

Metrics for Offset Printing Press Operation.

Journal Cit—BBB09463

Ohio State Univ., Columbus. Center for Vocational Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date—76

Contract—OEC-0-74-9335

Note—59p.; For related documents see CE 009 736-790

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—Communications, *Curriculum, Instructional Materials, Learning Activities, Mass Media, Measurement Instruments, *Metric System, News Media, *Printing, Secondary Education, Teaching Techniques, Units of Study, *Vocational Education

Designed to meet the job-related metric measurement needs of offset printing press operation students, this instructional package is one of six for the communication media occupations cluster, part of a set of 55 packages for metric instruction in different occupations. The package is intended for students who already know the occupational terminology, measurement terms, and tools currently in use. Each of the five units in this instructional package contains performance objectives, learning activities, and supporting information in the form of text, exercises, and tables. In addition, suggested teaching techniques are included. At the back of the package are objective-based evaluation items, a page of answers to the exercises and tests, a list of metric materials needed for the activities, references, and a list of suppliers. The material is designed to accommodate a variety of individual teaching and learning styles, e.g., independent study, small group, or whole-class activity. Exercises are intended to facilitate experiences with measurement instruments, tools, and devices used in this occupation and job-related tasks of estimating and measuring. Unit I, a general introduction to the metric system of measurement, provides informal, hands-on experiences for the students. This unit enables students to become familiar with the basic metric units, their symbols, and measurement instruments; and to develop a set of mental references for metric values. The metric system of notation also is explained. Unit 2 provides the metric terms which are used in this occupation and gives experience with occupational measurement tasks. Unit 3 focuses on job-related metric equivalents and their relationships. Unit 4 provides experience with recognizing and using metric instruments and tools in occupational measurement tasks. It also provides experience in comparing metric and customary measurement instruments. Unit 5 is designed to give students practice in converting customary and metric measurements, a skill considered useful during the transition to metric in each occupation. (HD)

ED 135 965 CE 009 754

Cooper, Gloria S., Ed. Magisos, Joel H., Ed.

Metrics for Air Conditioning & Refrigeration, Heating, Ventilating.

Journal Cit—BBB09463

Ohio State Univ., Columbus. Center for Vocational Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date—76

Contract—OEC-0-74-9335

Note—69p.; For related documents see CE 009 736-790

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—*Air Conditioning, Climate Control, Construction Industry, *Curriculum, *Heating, Instructional Materials, Learning Activities, Measurement Instruments, *Metric System, *Refrigeration, Secondary Education, Teaching Techniques, Units of Study, *Ventilation, Vocational Education

Designed to meet the job-related metric measurement needs of the air conditioning and refrigeration, heating and ventilating student, this instructional package is one of three for the construction occupations cluster, part of a set of 55 packages for metric instruction in different occupations. The package is intended for students who already know the occupational terminology, measurement terms, and tools currently in use. Each of the five units in this instructional package contains performance objectives, learning activities, and supporting information in the form of text, exercises, and tables. In addition,

suggested teaching techniques are included. At the back of the package are objective-based evaluation items, a page of answers to the exercises and tests, a list of metric materials needed for the activities, references, and a list of suppliers. The material is designed to accommodate a variety of individual teaching and learning styles, e.g., independent study, small group, or whole-class activity. Exercises are intended to facilitate experiences with measurement instruments, tools, and devices used in this occupation and job-related tasks of estimating and measuring. Unit I, a general introduction to the metric system of measurement, provides informal, hands-on experiences for the students. This unit enables students to become familiar with the basic metric units, their symbols, and measurement instruments; and to develop a set of mental references for metric values. The metric system of notation also is explained. Unit 2 provides the metric terms which are used in this occupation and gives experience with occupational measurement tasks. Unit 3 focuses on job-related metric equivalents and their relationships. Unit 4 provides experience with recognizing and using metric instruments and tools in occupational measurement tasks. It also provides experience in comparing metric and customary measurement instruments. Unit 5 is designed to give students practice in converting customary and metric measurements, a skill considered useful during the transition to metric in each occupation. (HD)

ED 135 966 CE 009 755

Cooper, Gloria S., Ed. Magisos, Joel H., Ed.

Metrics for Commercial, Industrial, Residential Electricity.

Journal Cit—BBB09463

Ohio State Univ., Columbus. Center for Vocational Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date—76

Contract—OEC-0-74-9335

Note—69p.; For related documents see CE 009 736-790

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—*Construction (Process), *Curriculum, Electrical Occupations, *Electricity, Instructional Materials, Learning Activities, Measurement Instruments, *Metric System, Secondary Education, Teaching Techniques, Units of Study, *Vocational Education

Designed to meet the job-related metric measurement needs of students interested in commercial, industrial, and residential electricity, this instructional package is one of three for the construction occupations cluster, part of a set of 55 packages for metric instruction in different occupations. The package is intended for students who already know the occupational terminology, measurement terms, and tools currently in use. Each of the five units in this instructional package contains performance objectives, learning activities, and supporting information in the form of text, exercises, and tables. In addition, suggested teaching techniques are included. At the back of the package are objective-based evaluation items, a page of answers to the exercises and tests, a list of metric materials needed for the activities, references, and a list of suppliers. The material is designed to accommodate a variety of individual teaching and learning styles, e.g., independent study, small group, or whole-class activity. Exercises are intended to facilitate experiences with measurement instruments, tools, and devices used in this occupation and job-related tasks of estimating and measuring. Unit I, a general introduction to the metric system of measurement, provides informal, hands-on experiences for the students. This unit enables students to become familiar with the basic metric units, their symbols, and measurement instruments; and to develop a set of mental references for metric values. The metric system of notation also is explained. Unit 2 provides the metric terms which are used in this occupation and gives experience with occupational measurement tasks. Unit 3 focuses on job-related metric equivalents and their relationships. Unit 4 provides experience with recognizing and using metric instruments and tools in occupational measurement tasks. It also provides experience in comparing metric and customary measurement instruments. Unit 5 is designed to give students practice in converting customary and metric measurements, a skill considered useful during the transition to metric in each occupation. (HD)

ED 135 967 CE 009 756

Cooper, Gloria S., Ed. Magisos, Joel H., Ed.

Metrics for Plumbing, Pipefitting.

Journal Cit—BBB09463

Ohio State Univ., Columbus. Center for Vocational Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date—76

Contract—OEC-0-74-9335

Note—62p.; For related documents see CE 009 736-790

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—Construction (Process), *Curriculum, Instructional Materials, Learning Activities, Measurement Instruments, *Metric System, *Plumbing, Secondary Education, Teaching Techniques, Units of Study, *Vocational Education

Designed to meet the job-related metric measurement needs of plumbing and pipefitting students, this instructional package is one of three for the construction occupations cluster, part of a set of 55 packages for metric instruction in different occupations. The package is intended for students who already know the occupational terminology, measurement terms, and tools currently in use. Each of the five units in this instructional package contains performance objectives, learning activities, and supporting information in the form of text, exercises, and tables. In addition, suggested teaching techniques are included. At the back of the package are objective-based evaluation items, a page of answers to the exercises and tests, a list of metric materials needed for the activities, references, and a list of suppliers. The material is designed to accommodate a variety of individual teaching and learning styles, e.g., independent study, small group, or whole-class activity. Exercises are intended to facilitate experiences with measurement instruments, tools, and devices used in this occupation and job-related tasks of estimating and measuring. Unit I, a general introduction to the metric system of measurement, provides informal, hands-on experiences for the students. This unit enables students to become familiar with the basic metric units, their symbols, and measurement instruments; and to develop a set of mental references for metric values. The metric system of notation also is explained. Unit 2 provides the metric terms which are used in this occupation and gives experience with occupational measurement tasks. Unit 3 focuses on job-related metric equivalents and their relationships. Unit 4 provides experience with recognizing and using metric instruments and tools in occupational measurement tasks. It also provides experience in comparing metric and customary measurement instruments. Unit 5 is designed to give students practice in converting customary and metric measurements, a skill considered useful during the transition to metric in each occupation. (HD)

ED 135 968 CE 009 768

Cooper, Gloria S., Ed. Magisos, Joel H., Ed.

Metrics for Food Services.

Journal Cit—BBB09463

Ohio State Univ., Columbus. Center for Vocational Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date—76

Contract—OEC-0-74-9335

Note—61p.; For related documents see CE 009 736-790

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—*Curriculum, *Food Service, Instructional Materials, Learning Activities, Measurement Instruments, *Metric System, Recreation, Secondary Education, Teaching Techniques, *Vocational Education

Designed to meet the job-related metric measurement needs of food services students, this instructional package is one of three for the hospitality and recreation occupations cluster, part of a set of 55 packages for metric instruction in different occupations. The package is intended for students who already know the occupational terminology, measurement terms, and tools currently in use. Each of the five units in this instructional package contains performance objectives, learning activities, and supporting information in the form of text, exercises, and tables. In addition, suggested teaching techniques are included. At the back of the package are objective-based evaluation items, a page of answers to the exercises and tests, a list of metric materials needed for the activities, references, and a list of suppliers. The material is designed to accommodate a variety of individual teaching and learning styles, e.g., independent study, small group, or whole-class activity. Exercises are intended to facilitate experiences with measurement instruments, tools, and devices used in this occupation and job-related tasks of estimating and measuring. Unit I, a general introduction to the metric system of measurement, provides informal, hands-on experiences for the students. This unit enables students to become familiar with the basic metric units, their symbols, and measurement instruments; and to develop a set of mental references for metric values. The metric system of notation also is explained. Unit 2 provides the metric terms which are used in this occupation and gives experience with occupational measurement tasks. Unit 3 focuses on job-related metric equivalents and their relationships. Unit 4 provides experience with recognizing and using metric instruments and tools in occupational measurement tasks. It also provides experience in comparing metric and customary measurement instruments. Unit 5 is designed to give students practice in converting customary and metric measurements, a skill considered useful during the transition to metric in each occupation. (HD)

ED 135 969 CE 009 769

Cooper, Gloria S., Ed. Magisos, Joel H., Ed.

Metrics for Hotel and Lodging.

Journal Cit—BBB09463

Ohio State Univ., Columbus. Center for Vocational Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date—76

Contract—OEC-0-74-9335

Note—59p.; For related documents see CE 009 736-790

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—*Curriculum, Housing, Instructional Materials, Learning Activities, Measurement Instruments, *Metric System, Recreation, Secondary Education, Teaching Techniques, *Tourism, Units of Study, *Vocational Education

Designed to meet the job-related metric measurement needs of students interested in hotel and lodging, this instructional package is one of three for the hospitality and recreation occupations cluster, part of a set of 55 packages for metric instruction in different occupations. The package is intended for students who already know the occupational terminology, measurement terms, and tools currently in use. Each of the five units in this instructional package contains performance objectives, learning activities, and supporting information in the form of text, exercises, and tables. In addition, suggested teaching techniques are included. At the back of the

package are objective-based evaluation items, a page of answers to the exercises and tests, a list of metric materials needed for the activities, references, and a list of suppliers. The material is designed to accommodate a variety of individual teaching and learning styles, e.g., independent study, small group, or whole-class activity. Exercises are intended to facilitate experiences with measurement instruments, tools, and devices used in this occupation and job-related tasks of estimating and measuring. Unit I, a general introduction to the metric system of measurement, provides informal, hands-on experiences for the students. This unit enables students to become familiar with the basic metric units, their symbols, and measurement instruments; and to develop a set of mental references for metric values. The metric system of notation also is explained. Unit 2 provides the metric terms which are used in this occupation and gives experience with occupational measurement tasks. Unit 3 focuses on job-related metric equivalents and their relationships. Unit 4 provides experience with recognizing and using metric instruments and tools in occupational measurement tasks. It also provides experience in comparing metric and customary measurement instruments. Unit 5 is designed to give students practice in converting customary and metric measurements, a skill considered useful during the transition to metric in each occupation. (HD)

ED 135 970 CE 009 770

Cooper, Gloria S., Ed. Magisos, Joel H., Ed.

Metrics for Recreation & Tourism.

Journal Cit—BBB09463

Ohio State Univ., Columbus. Center for Vocational Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date—76

Contract—OEC-0-74-9335

Note—59p.; For related documents see CE 009 736-790

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—*Curriculum, Instructional Materials, Learning Activities, Measurement Instruments, *Metric System, *Recreation, Secondary Education, Teaching Techniques, *Tourism, Units of Study, *Vocational Education

Designed to meet the job-related metric measurement needs of recreation and tourism students, this instructional package is one of three for the hospitality and recreation occupations cluster, part of a set of 55 packages for metric instruction in different occupations. The package is intended for students who already know the occupational terminology, measurement terms, and tools currently in use. Each of the five units in this instructional package contains performance objectives, learning activities, and supporting information in the form of text, exercises, and tables. In addition, suggested teaching techniques are included. At the back of the package are objective-based evaluation items, a page of answers to the exercises and tests, a list of metric materials needed for the activities, references, and a list of suppliers. The material is designed to accommodate a variety of individual teaching and learning styles, e.g., independent study, small group, or whole-class activity. Exercises are intended to facilitate experiences with measurement instruments, tools, and devices used in this occupation and job-related tasks of estimating and measuring. Unit I, a general introduction to the metric system of measurement, provides informal, hands-on experiences for the students. This unit enables students to become familiar with the basic metric units, their symbols, and measurement instruments; and to develop a set of mental references for metric values. The metric system of notation also is explained. Unit 2 provides the metric terms which are used in this occupation and gives experience with occupational measurement tasks. Unit 3 focuses on job-related metric equivalents and their relationships. Unit 4 provides experience with recognizing and using metric instruments and tools in occupational measurement tasks. It also provides experience in comparing metric and customary measurement instruments. Unit 5 is designed to give students practice in converting customary and metric measurements, a skill considered useful during the transition to metric in each occupation. (HD)

ED 135 972 CE 009 795

Consumer Education Resources.

Eastern Michigan Univ., Ypsilanti. Consumer Education Center.

Pub Date—Oct 76

Note—85p.

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors—Adult Education, Annotated Bibliographies, *Bibliographies, *Consumer Education, Elementary Secondary Education, Higher Education, Instructional Materials, Instructional Media, Resource Materials

Listings of guides, newsletters, magazines, textbooks, multimedia kits, filmstrips, cassettes, and films are included in this collection of consumer education materials intended to provide teaching-learning resources for preview and evaluation. All entries are grouped according to the type of medium, with each entry including a title, ordering address, and price (where applicable). Entries for filmstrip kits also describe the kinds of materials included in each kit. The 16mm film entries include an annotation, grade level, and length of the film; video cassette entries are also annotated and note the length of the cassette. Textbook entries cover the elementary, secondary, postsecondary, higher education, and adult education levels. (SH)

ED 135 975 CE 009 808

Snyder, Jane

Bibliography on Life/Career Planning.

Appalachian State Univ., Boone, N.C. Center for Instructional Development.

Pub Date—76

Note—229p.

EDRS Price MF-$0.83 HC-$12.71 Plus Postage.

Descriptors—*Annotated Bibliographies, Career Change, *Career Choice, *Career Planning, Educational Objectives, Environmental Influences, *Goal Orientation, Higher Education, Job Search Methods, Life Style, *Occupational Choice, Occupational Information, Occupational Mobility, *Vocational Development

Developed for use in a university life/career planning course, this bibliography applies the principles of business management to personal and occupational planning and career development. The first part of the document contains the model for life/career planning which includes student activities in decisionmaking, personal and environmental analyses, self-management, and stating objectives. The annotated bibliography covers the following areas: What life/career planning is all about; self-knowledge as planning base for objectives; interest, values and beliefs as guidelines for decisionmaking; environment; exploring the world of work for a career; self-concept and life purpose; objective setting and strategic action plans (for personal growth, career development, social responsibility, entry into the job market, achieving a self-management capability, positive attitudes and motivations, and developing creative capabilities); behavior control; job promotion; and making mid-career job changes. The third section contains sources of information on occupations and career fields. Author and subject indexes are included. (TA)

ED 135 976 CE 009 814

Van Cleve, Roy R.

An Analysis of Selected Start-Up Industry Training Programs as Vehicles for Human Resources Development.

Journal Cit—BBB06018

Texas Univ., Austin. Center for the Study of Human Resources.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Pub Date—Dec 76

Contract—DOL-21-48-74-01

Note—152p.; Some tables may be marginally legible

Available from—National Technical Information Service, Springfield, Va., 22151

EDRS Price MF-$0.83 HC-$8.69 Plus Postage.

Descriptors—Demography, Economic Research, *Geographic Location, Human Resources, *Industrialization, *Industry, *Manpower Development, Program Effectiveness, Rural Areas, *Socioeconomic Influences, State Programs, Technical Education, Technical Occupations, *Trade and Industrial Education, Unemployed

Identifiers—Alabama, North Carolina, South Carolina, Startup Industry Training Programs, Virginia

The "start-up" industry training concept has received considerable attention as a way to better match workers and jobs, to "leapfrog" the industrial development process by attracting higher-wage industry to an area through upgrading local work forces, and to make it possible to increase the wages of low-income workers. A study examined in detail the programs of South Carolina, North Carolina, Virginia and Alabama and their effect on industrial relocation trends and the leapfrogging of the unemployed and underemployed into the labor force. Comparative analyses were made of the accomplishments, operational and support organizations, costs, and the start-up processes of all four States. The results of the regression analysis and cluster analysis did not support the hypothesis that training programs had influenced industrial location. They constantly showed that counties which, pre-program wise, had favorable employment, high education, population, and industrialization, continued to have them, while those that did not continued to do without. (Author/HD)

ED 135 980 CE 009 855

Blanc, Doreen V.

Training Manual: Job and Social Skills. Vocational Strategies for Special Needs Students.

Journal Cit—BBB07126

Boston State Coll., Mass.

Spons Agency—Massachusetts State Dept. of Education, Boston. Div. of Occupational Education.

Pub Date—76

Note—105p.; For related documents see CE 009 855-859

EDRS Price MF-$0.83 HC-$6.01 Plus Postage.

Descriptors—Bilingual Education, Communication Skills, *Daily Living Skills, *Handicapped Students, Job Placement, *Job Skills, *Learning Activities, Regular Class Placement, Resource Materials, School Industry Relationship, School Shops, Senior High Schools, Shop Curriculum, *Skill Development, Spanish Speaking, Teaching Guides, Trade and Industrial Education, Transportation, *Vocational Education

Identifiers—Massachusetts, Massachusetts (Boston)

Curriculum materials presented in this Spanish-English guide, one of five developed as part of the vocational strategies project, are intended to provide vocational services to mildly handicapped special needs students mainstreamed into regular high schools. Material is sequentially arranged, emphasizing those skills which a student needs to know initially, and those which become critical as the time of actual employment nears. The first unit, "Your Name and Some Important Things You Should Know," concerns basic knowledge and can be used as early as the first year in high school. Exercises are provided for budgeting time, learning to use public transportation, answering questions, and obtaining a Social Security card. The second unit, "Finding Jobs," covers processes for finding work through the media, the Yellow Pages of the telephone book, the

employment ads, and the State employment office. The third unit, "Applying for Jobs," gives students practice in filling out actual job applications and in mastering the job interview. Contents for each of the 11 lessons in the three units include lists of learning objectives and needed materials, notes to the teacher, and copies of student written exercises (in both English and Spanish). A pamphlet on applying for a Social Security card is included. (TA)

ED 135 981 CE 009 856

Blanc, Doreen V.

Training Manual: Middle Schools. Vocational Strategies for Special Needs Students.

Journal Cit—BBB07126

Boston State Coll., Mass.

Spons Agency—Massachusetts State Dept. of Education, Boston. Div. of Occupational Education.

Pub Date—76

Note—31p.; For related documents see CE 009 855-859

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Career Exploration, Daily Living Skills, *Handicapped Students, Interpersonal Competence, Job Skills, Junior High Schools, *Learning Activities, Middle Schools, *Regular Class Placement, Resource Materials, School Shops, Shop Curriculum, *Skill Development, Student Projects, Teaching Guides, Trade and Industrial Education, *Vocational Education

Identifiers—Massachusetts, Massachusetts (Boston)

Instructional materials presented in this teaching guide, one of five developed as part of the vocational strategies project, are intended to provide vocational services to mildly handicapped special needs students mainstreamed into regular schools at the middle school level. The skill development described is based on the belief that preparation of special needs students (learning disabled, emotionally disturbed, and retarded) before they enter high school will facilitate their vocational learning later. The first section of the manual contains six lessons with student exercises that emphasize good work habits such as the importance of effort, punctuality, neatness, and cooperation through reading, role playing, and discussion. Also included in the job exploratory section are specific safety precautions which are stressed in lessons on tools. Students are introduced to selling and merchandising, mass production, assembly line, economics of cost, and ecology. The second section, vocational exploratory, pertains to social skill and prevocational development. The six lessons are on safety, blueprint reading, and several assembly projects. Lesson objectives, vocabulary, learning activities, and work self-evaluation sheets are included. (TA)

ED 135 982 CE 009 857

Blanc, Doreen V.

Training Manual: Driver Education. Vocational Strategies for Special Needs Students.

Journal Cit—BBB07126

Boston State Coll., Mass.

Spons Agency—Massachusetts State Dept. of Education, Boston. Div. of Occupational Education.

Pub Date—76

Note—50p.; For related documents see CE 009 855-859

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—*Driver Education, *Handicapped Students, Instructional Materials, Learning Activities, Manuals, Regular Class Placement, Secondary Education, *Skill Development, Traffic Safety, *Vocational Education

Identifiers—Massachusetts, Massachusetts (Boston)

Lessons presented in this manual, developed as part of the vocational strategies project, are designed to provide driver education for mildly handicapped special needs students placed in jobs that require a driver's license. The guide is intended for use in conjunction with a vocational program in automotive mechanics, or integrated into a resource room reading curriculum. Vocabulary words following each section appear in the Massachusetts State drivers' manual and are used on the exam. Material in the manual is presented thematically. Topics covered in the manual include an introduction to driving practice, right of way, passing, turning, speed signs and a game, stopping, parking, accidents, drinking and driving, other rules, and the road test. (TA)

ED 135 983 CE 009 858

Blanc, Doreen V.

Training Manual: Paraprofessionals. Vocational Strategies for Special Needs Students.

Journal Cit—BBB07126

Boston State Coll., Mass.

Spons Agency—Massachusetts State Dept. of Education, Boston. Div. of Occupational Education.

Pub Date—76

Note—67p.; For related documents see CE 009 855-859

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—Differentiated Staffs, *Handicapped Students, *Inservice Programs, Interpersonal Competence, *Paraprofessional School Personnel, Personnel Selection, Program Guides, Regular Class Placement, Resource Materials, School Shops, Skill Development, Teacher Aides, Trade and Industrial Education, *Vocational Education

Identifiers—Massachusetts, Massachusetts (Boston)

Designed as a guide to the inservice training of instructional aides in the Vocational Strategies for Special Needs Students Program in Boston, this manual is intended to aid in the general training of paraprofessionals. The inservice training program outlined is aimed at developing the relationship building skills of the instructional aide at the shop training station, in the resource room, and in the counseling situation. Part A of the manual contains a description of the prospective paraprofessional, the process for hiring, and the responsibilities of vocational instructional aides; a job application form; a discussion of staff structure including the roles of vocational (shop) instructor, resource room teacher, teacher counselor, and training coordinator; and notes on where the use of paraprofessionals has been effective. Part B outlines the seven units of the training program which focus on specific vocational skills, clinical psychology, handicaps, study of work, and utilizing resources. Suggestions for the trainer include teaching procedures and techniques for the workshop sessions. Suggested format is seven units of workshops, each consisting of five sessions conducted by community experts on topics necessary to effective performance of vocational instructional aides and five complementary sessions conducted by the training coordinator for integrating instructional aides into the total support team and for involving them in verbal and written communication skills. (TA)

ED 135 984 CE 009 859

Blanc, Doreen V.

Training Manual: Vocational Skills. Vocational Strategies for Special Needs Students.

Journal Cit—BBB07126

Boston State Coll., Mass.

Spons Agency—Massachusetts State Dept. of Education, Boston. Div. of Occupational Education.

Pub Date—76

Note—103p.; For related documents see CE 009 855-859

EDRS Price MF-$0.83 HC-$6.01 Plus Postage.

Descriptors—Auto Mechanics, Electronics, *Handicapped Students, Learning Activities, Printing, Regular Class Placement, Resource Materials, School Industry Relationship, School Shops, Secondary Education, *Shop Curriculum, *Skill Development, Teaching Guides, Trade and Industrial Education, *Vocational Education, Welding

Identifiers—Massachusetts, Massachusetts (Boston)

Instructional materials included in this guide were developed to provide vocational services to mildly handicapped special needs students mainstreamed into regular schools. Material represents strategies or directions in specific areas of occupational education, rather than specific curriculum guides; it is addressed to both the teacher and the student. Five specific areas are covered in the manual: Automotive mechanics, electronic assembly, mechanical assembly, printing, and welding. Related math and vocabulary sections are included. Emphasis is on activities and operations which are concretely and specifically job related. (The manual is intended for use with four other manuals produced by the vocational strategies project.) (TA)

ED 135 985 CE 009 861

Hansen, Gary B. Bentley, Marion T.

Manpower Advisory Services in the Workplace: A Missing Link in National Manpower Policy. Volume II–Appendices.

Journal Cit—FGK45110

Utah State Univ., Logan. Manpower Development Service.

Spons Agency—Manpower Administration (DOL), Washington, D.C.

Pub Date—Mar 76

Contract—DOL-92-49-72-24

Note—174p.; For related documents see CE 009 862

EDRS Price MF-$0.83 HC-$8.69 Plus Postage.

Descriptors—*Consultation Programs, *Employers, Industry, Job Training, Land Grant Universities, Local Government, Management Systems, *Manpower Development, Masters Degrees, On the Job Training, *Personnel Management, *Professional Services, State Universities, Technical Assistance, Workshops

Identifiers—Utah, Utah State University

This second volume of a two-volume final report contains appendixes to Volume I, the description and findings of a 3-year research and demonstration project in which the Utah State University Manpower Development Service (MDS) was established to provide technical assistance to private and public agency employers for improving personnel systems, training approaches, and other manpower management practices. Included in the appendixes are the MDS brochure, the data collection instruments, report of MDS services provided to the Utah needlecraft industry, the revised 1974-75 MDS plan of work, economic and social characteristics of Utah, selected MDS cases, members of the MDS advisory council, outline of MDS training program for human resource analysts, outline of Utah State University's master's degree program in human resource development, description of a manpower management training workshop for local government officials, and a proposal to provide consulting services to Northern Wasatch Association of Governments. (JT)

ED 135 986 CE 009 862

Hansen, Gary B. Bentley, Marion T.

Manpower Advisory Services in the Workplace: A Missing Link in National Manpower Policy. Volume I.

Journal Cit—FGK45110

Utah State Univ., Logan. Manpower Development Service.

Spons Agency—Manpower Administration (DOL), Washington, D.C.

Pub Date—Mar 76

Contract—DOL-92-49-72-24

Note—248p.; For related documents see CE 009 861

EDRS Price MF-$0.83 HC-$12.71 Plus Postage.

Descriptors—*Consultation Programs, Delivery Systems, *Employers, Job Training, Land Grant Universities, Management Systems, *Manpower Development, Models, On the Job Training, *Per-

sonnel Management, *Professional Services, Public Policy, State Universities, Technical Assistance
Identifiers—United States, Utah, *Utah State University

This first volume of a two-volume final report contains description and findings of a 3-year research and demonstration project in which a small human resource diagnostic and consulting service was established at a State land-grant institution (Utah State University) to provide a broadly based technical assistance program directed toward improving personnel systems, training approaches, and other manpower management practices of private firms and public agencies within the State and region. Chapter 1 is an overview and executive summary of the program designed to help employers and their workers improve organizational productivity, the utilization of human resources, and the quality of working life. Chapter 2 contains a brief project history, a summary statement of objectives originally set out for the project, and a description of project activities. The project findings are presented in chapters 3 and 4. Information obtained about several other employer service programs are presented in chapter 5 along with a brief summary of the related findings from the upgrading demonstration projects. Drawing upon the findings and conclusions contained the preceding three chapters, chapter 6 outlines a proposed model for delivering manpower advisory services to the employed workforce, explains how the proposed model might fit in as a component of national manpower policy, and makes suggestions for future directions. (Volume II, bound separately, contains the technical appendixes to which reference is made in volume I.) (Author/JT)

ED 135 987 CE 009 870

An Assessment of Career Development: Basic Work Skills. Career and Occupational Development Report No. 05-COD-02.

Journal Cit—BBB11065
Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.
Spons Agency—National Center for Education Statistics (DHEW), Washington, D.C.
Pub Date—Jan 77
Contract—OEC-0-74-0506
Note—41p.; Some tables may be marginally legible due to small print
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—Academic Ability, *Basic Skills, Blacks, Caucasians, Communication Skills, Comparative Analysis, *Dropouts, *Educational Assessment, Educational Research, Geographic Distribution, *Job Skills, National Surveys, Parental Background, Post Secondary Education, Racial Differences, Secondary Education, Sex Differences, *Skill Development, Socioeconomic Background, *Task Performance, Writing Skills
Identifiers—United States

Since the U.S. Office of Education figures showed (at the time of this report) that on the average, 850,000 young people were dropping out of high school every year, 800,000 more were graduated from high school with no specific marketable skills, and 900,000 were dropping out of universities, junior colleges, and training schools, the study described in this report, conducted by the National Assessment of Educational Progress, was designed to determine what these different groups knew that would help them cope with the world of work. (Four age levels—9, 13, 17, and adults aged 26-35—were respondents in the study conducted during 1973-74.) This report presents, via summary data, work-related knowledge and skills, or proficiency levels, of the four age levels and delineates the proficiency of each group according to such variables as region of the country, race (black and white), education level of parents, and size and type of community. Three chapters are included. Chapter 1 briefly discusses major findings. Chapter 2 contains definitions of the population groups and item sets analyzed in the study, and a description of the conventions used to report the data. Chapter 3 examines and compares statistical data relating to the different groups' levels of performance. Chapter 3 discusses implications. (SH)

ED 135 988 CE 009 894

Goldenberg, I. Ira

The Addict and Ex-Addict in the World of Work: Job Finding Experiences and Performance in Employment. Final Report.

Journal Cit—BBB13219
Massachusetts Advocacy Center, Boston.
Spons Agency—Employment and Training Administration (DOL), Washington, D.C.
Pub Date—Jun 75
Contract—DL-21-25-74-15
Note—214p.
Available from—National Technical Information Service, Springfield, Virginia 22151
EDRS Price MF-$0.83 HC-$11.37 Plus Postage.
Descriptors—*Drug Addiction, Employer Attitudes, *Employment Opportunities, Employment Services, *Job Satisfaction, Job Skills, Job Training, Males, Minority Groups, Personnel Selection, *Program Effectiveness, *Rehabilitation Programs, Research, *Urban Areas
Identifiers—Massachusetts, Massachusetts (Boston), New York, New York (New York)

The purpose of the study was to investigate three separate aspects of the process by which ex-addicts-in-treatment are prepared for, enter into, and function in the world of work. These aspects were the actual labor market conditions in two different urban settings–New York City and the greater Boston area; the specific institutional supports available to ex-addicts and addicts-in-treatment as those supports are perceived by both clients and providers of service; and an analysis, by employers, of the performance and behavior of ex-addicts and addicts-in-treatment once they have secured employment. Surveys were taken to define the practices of drug treatment programs. In addition, a questionnaire was developed to isolate the key employment related issues and practices that comprise clients' and providers of service' perceptions of the rehabilitative situation. Finally, through the development of a specific relationship with PACT (Provide Addicts Care Today), the job-related behavior of ex-addicts and addicts-in-treatment was assessed. Results indicated that (1) the two urban labor markets examined offer only limited options for meaningful, remunerative, and stable employment, (2) drug treatment programs, despite stated priorities involving preparation for employment, are neither structured, funded, nor staffed to adequately provide concrete employment related services, (3) clients rely more on their own rather limited resources in order to gain employment, and (4) ex-addicts who are hired and retained are rated by employers as above average in performance, compared to non-addicts. (SH)

ED 135 990 CE 009 897

Jobs for Which Junior College, Technical Institute, or Other Specialized Training Is Usually Required.

Bureau of Labor Statistics (DOL), Washington, D.C.
Pub Date—76
Note—12p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—*Employment Projections, *Employment Qualifications, Junior Colleges, *Occupational Information, Occupations, Paramedical Occupations, *Paraprofessional Personnel, Post Secondary Education, Skilled Occupations, Technical Occupations, Theater Arts

Selected from the "Occupational Outlook Handbook," the listings included in this document represent a number of occupations for which junior college or other special training is useful. Each listing, grouped under a broader occupational area, provides a specific occupational title, number employed in the occupation in 1974, qualifications and training, and employment opportunities and trends through 1985. Occupations included are computer operating personnel, programmers, barbers, cosmetologists, funeral directors and embalmers, construction inspectors (government), occupational safety and health workers, library technicians and assistants, air traffic controllers, airplane mechanics, airplane pilots, forestry technicians, drafters, engineering and science technicians, surveyors, television and radio service technicians, dental assistants, dental hygienists, electrocardiograph technicians, electroencephalographic technicians, medical assistants, medical laboratory workers, medical record technicians and clerks, operating room technicians, optometric assistants, radiologic technologists, respiratory therapy workers, registered nurses, occupational therapy assistants, physical therapist assistants and aides, actors and actresses, dancers, musicians, singers, commercial artists, interior designers, and photographers. (SH)

ED 135 996 CE 009 969

Gurin, Patricia Morrison, Betty Mae

Education, Labor Market Experiences, and Current Expectancies of Black and White Men and Women. Final Report.

Journal Cit—BBB06621
Michigan Univ., Ann Arbor. Survey Research Center.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—Sep 76
Contract—NIE-G-74-0068
Note—199p.; Some tables may be marginally legible due to small print
EDRS Price MF-$0.83 HC-$10.03 Plus Postage.
Descriptors—Behavioral Science Research, Blacks, Caucasians, *Educational Experience, *Employment Experience, *Expectation, Females, Labor Market, *Labor Supply, Males, Occupational Aspiration, *Racial Differences, Racial Discrimination, Self Concept, Sex Discrimination, Work Attitudes

The research reported here examines the role of psychological expectancies as labor market supply characteristics of black and white men and women. Secondary analyses are carried out on data provided by the Survey Research Center 1972 national probability sample of adults 18 years and older drawn for the presidential election study. The report focuses on race and sex differences in previous labor market experiences, the relationship of these past experiences to current employment expectancies and general feelings of efficacy, and finally the effects of both market experiences and expectancies on current behavior. Psychological expectancies are emphasized as the elements of motivation that should have unusual significance for understanding the dynamics of race and sex discrimination in the labor market. There are five major chapters. Chapter 1 describes the sample and measures used in the analyses reported here. Chapter 2 describes the market experiences, perception of obstacles, and current expectancies of black and white men and women. Chapter 3 examines the interrelationships of these variables with particular focus on the effects of years of schooling and previous market experiences on current expectancies. Chapter 4 presents a general causal model in which expectancies are viewed as intervening influences between current market outcomes and variables at two earlier stages, original educational attainment at stage one and subsequent market experience at stage two. Three types of current market outcomes are analyzed with application of the model to the job status of blacks and whites, to women's and men's search behavior, and to the work intentions of white housewives. Chapter 5, on implications for counseling and future research, describes the types of expectancy and experience measures and the design that will be needed to extend this line of interdisciplinary labor market re-

search. (WL)

ED 135 997 CE 009 970

Guilfoy, Vivian M. Grothe, Mardell S.

Facilitating the Career Development of Home-Based Adults: The Home/Community-Based Career Education Model. Final Report. Volume I. The Model: Its Nature, Context, and Products.

Journal Cit—BBB06621

Education Development Center, Inc., Newton, Mass.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Jan 76

Contract—NE-C-00-3-0121

Note—123p.; For related documents see CE 009 970-972

EDRS Price MF-$0.83 HC-$6.01 Plus Postage.

Descriptors—*Adult Programs, Adults, *Career Education, *Community Programs, Counseling Programs, Counseling Services, Counselors, *Delivery Systems, *Information Dissemination, Information Networks, Labor Force Nonparticipants, Models, Needs Assessment, Occupational Guidance, Occupational Information, Outreach Programs, Paraprofessional Personnel, Program Descriptions, Referral, Resource Centers, Telephone Communication Systems, Vocational Counseling, *Vocational Development

Identifiers—Rhode Island (Providence)

This first volume of a three-volume final report describes the activities of a 3-year project to design, develop, and implement a comprehensive delivery system to meet the career-related information, guidance, and referral needs of home-based adults, those 16 and older neither working nor attending school on a full-time basis. The volume begins with a brief history of the model, tracing the project's evolution through the various stages of development and describing major events related to the process of planning, operating, and evaluating the program. The next section describes the major activities and accomplishments of each of the model's five major components: (1) Outreach, which used mass media and other approaches to attract clients, (2) counseling, which provided career information, guidance, and referral by telephone using paraprofessional counselors, (3) the resource center, which collected and disseminated career-related materials for project staff, clients, and the community, (4) the information unit, which developed special directories and materials which supported the counseling process and could be sent to clients, and (5) research and evaluation, which provided project staff with feedback about the clients and the operation of the program. A third section describes the characteristics of the pilot site in Providence, Rhode Island, and how the project interacted with the community including its role in local adaptation after the research and development phase. The final section discusses the project's efforts to share its experiences and findings with potential adaptors of the model and other interested persons outside Rhode Island. (Volume 2 presents research and evaluation findings with primary focus on home-based adults who used the career counseling service. Volume 3 consists of appendixes.) (TA)

ED 135 998 CE 009 971

Guilfoy, Vivian M. Grothe, Mardell S.

Facilitating the Career Development of Home-Based Adults: The Home/Community-Based Career Education Model. Final Report. Volume II. Research and Evaluation.

Journal Cit—BBB06621

Education Development Center, Inc., Newton, Mass.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Jan 76

Contract—NE-C-00-3-0121

Note—268p.; For related documents see CE 009 970-972

EDRS Price MF-$0.83 HC-$14.05 Plus Postage.

Descriptors—*Adult Programs, Adults, Career Choice, *Career Education, Community Programs, Counseling Programs, *Counseling Services, Counselor Role, Counselors, Delivery Systems, Demography, Information Dissemination, Information Networks, Labor Force Nonparticipants, Needs Assessment, Occupational Guidance, *Outreach Programs, Paraprofessional Personnel, Participant Characteristics, *Program Effectiveness, Program Evaluation, Referral, Resource Centers, Telephone Communication Systems, *Vocational Counseling, Vocational Development, Work Attitudes

Identifiers—Rhode Island (Providence)

This second volume of a three-volume final report presents research and evaluation findings of a 3-year project to design, develop, and implement a comprehensive delivery system to meet the career-related information, guidance, and referral needs of home-based adults, those 16 and older neither working nor attending school on a full-time basis. Primary focus is on home-based adults who used the career counseling service, which provided information, guidance, and referral by telephone using paraprofessional counselors. Section 2 details the demographic characteristics of 2,979 home-based adults, who called the service (August 1973 to March 1975) and examines the extent to which the nature of the callers changed over time. Section 3 describes characteristics of 1,157 home-based clients who used the service from March 1974 to March 1975 and explores clients' expectation from counseling, initial career objectives, and other factors. Section 4 presents data related to the nature and extent of activities engaged in by counselors and clients during the process of counseling. Section 5 examines the clients' career status at termination. Section 6 describes how clients reacted to and evaluated the services they received from the project. Section 7 deals with use of the resource center based on 268 noninstitutional visitors who used it in 1974. The final section of Volume 2 presents information collected during indepth interviews with 47 former clients. (Volume 1 of the final report covers the nature, context, and products of the model. Volume 3 consists of appendixes to the project.) (TA)

ED 135 999 CE 009 972

Guilfoy, Vivian M. Grothe, Mardell S.

Facilitating the Career Development of Home-Based Adults: The Home/Community-Based Career Education Model. Final Report. Volume III. Appendices.

Journal Cit—BBB06621

Education Development Center, Inc., Newton, Mass.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Jan 76

Contract—NE-C-00-3-0121

Note—101p.; For related documents see CE 009 970-972

EDRS Price MF-$0.83 HC-$6.01 Plus Postage.

Descriptors—*Adult Programs, *Career Education, Community Programs, *Counseling Services, Delivery Systems, Information Dissemination, Information Networks, Labor Force Nonparticipants, *Measurement Instruments, Needs Assessment, Occupational Guidance, Outreach Programs, *Questionnaires, *Resource Materials, Telephone Communication Systems, Vocational Counseling

Identifiers—Rhode Island (Providence)

This third volume of a three-volume final report contains appendixes related to the 3-year project to design, develop, and implement a comprehensive delivery system to meet the career-related information, guidance, and referral needs of home-based adults, those 16 and older neither working nor attending school on a full-time basis. Appendix A describes the project manuals, independent products, and films. Appendix B is comprised of data collection instruments used by the project, and appendix C presents the various occupational classification systems used in the analysis. (Volume 1 of the final report covers the nature, context, and products of the model. Volume 2 presents research and evaluation findings, with primary focus on home-based adults who used the career counseling service.) (TA)

ED 136 000 CE 009 973

Kubota, Gordon H. Tsukahara, Theodore, Jr.

Manpower Projections to 1980. Econometric Study.

California State Univ. and Colleges, Los Angeles. Health Manpower Education Project.

Pub Date—[76]

Note—213p.

EDRS Price MF-$0.83 HC-$11.37 Plus Postage.

Descriptors—Cost Effectiveness, Economic Research, *Employment Projections, Health Occupations Education, *Health Personnel, Information Needs, Labor Market, *Manpower Needs, *Measurement Techniques, Prediction, *Predictive Measurement, Research Needs

Identifiers—*California

The objective of this study was to develop an economic approach to the forecasting of allied health manpower in markets in the State of California. The health manpower categories considered included: (1) Medical technology, (2) occupational therapy, (3) dietetic and nutritional services, (4) physical therapy, (5) health administration, (6) environmental health, and (7) speech pathology and audiology. Four projection techniques were applied to the seven selected health-related fields. The first was a basic population ratio approach, the second a modified ratio approach that brings in a limited number of other factors affecting demand, the third an econometric approach that assumes equilibrium between supply and demand, and the fourth an econometric approach that assumes disequilibrium between supply and demand. A committee of economists from California State Universities and Colleges served in an advisory capacity to the project, and it was the consensus that the general approach used was methodologically sound. The study was limited to using existing sources of data, which differed in their completeness for the various fields. The forecasts developed are useful for curriculum planning, faculty staffing, and career development. An overriding theme resulting from the empirical work is that these allied health manpower markets are heterogeneous, i.e., variables significant in one market were found not to be significant in another. The most significant issue that became apparent was the need for data of high quality. While the basic and modified ratio approaches are easily programed for staff use, the general conclusion is that the econometric approach with markets in equilibrium is the most viable. The report includes summary of the literature review, lists of data needs, and future research suggestions. (WL)

ED 136 005 CE 010 003

Analysis of Consumers' Education Applications and Funded Projects, Fiscal Year 1976. Technical Report No. 1.

Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Office of Consumers' Education.

Pub Date—22 Nov 76

Note—34p.

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—*Competitive Selection, *Consumer Education, *Educational Policy, Federal Aid, Federal Legislation, *Grants, Program Descriptions, *Program Proposals, State Programs

The Office of Consumers' Education's examination of 839 grant applications to gather factual information and to assess national interests, competencies, and talents in relation to potential to meet legislative requirements for consumer education programs are described. The introductory sec-

tion provides a legislative history of the Office and notes that it is authorized to expend monies to carry out special projects designed to (1) experiment with new educational and administrative methods, techniques, and practices, (2) place emphasis on national education priorities, and (3) meet special or unique educational needs or problems. Part I gives a description of the 839 applications according to geographic distribution, types of agencies, State education agencies, local education agencies, institutions of higher education, and other public or private non-profit agencies. It is noted that all proposals were checked on these three areas: The inclusion of several types of activities (community programs, materials development, curriculum development, evaluation techniques, establishing a resource center, and training of educators or non-educators), the extent to which special needs populations were considered, and subject matter levels (three)-major thrust of the work proposed, categories of subject matter interest, and specific topics. Part II discusses characteristics of the 66 programs recommended for funding, emphasizing the various aspects of special needs populations in relation to the funded programs. (SH)

ED 136 007 CE 010 025

The Volunteers Speak: A World-Wide Survey of Peace Corps Volunteers. ACTION Evaluation.

ACTION, Washington, D.C.

Pub Date—Jan 76

Note—53p.

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—Foreign Countries, International Programs, International Relations, *Job Satisfaction, Program Administration, *Program Attitudes, Program Development, *Program Effectiveness, Program Evaluation, Recruitment, Surveys, Voluntary Agencies, *Volunteers, Volunteer Training, *Work Attitudes, Work Experience

Identifiers—*Peace Corps, United States

A survey questionnaire was mailed to all active Peace Corps Volunteers (PCVs) in the summer of 1975. Based on an internal analysis of the 3,479 respondents (a 66% return), the following findings represent the manner in which PCVs perceive their volunteer experience. Perceived volunteer accomplishments and morale are very high. Volunteers believe they are generally achieving the three Peace Corps goals. Volunteer assessment of four specific program areas (recruitment, training, program development, and program implementation) indicates considerable variations, the most serious problem for most volunteers being their relationships with the host country agencies. Results led to the following recommendations: (1) Program for planned positive impact so that jobs are better developed, sites more carefully chosen, and host country nationals less likely to be replaced, (2) undertake a concerted effort to strengthen the relationship between volunteers and their host country agencies, (3) spend less time providing direct support to volunteers and more time working to be sure that agencies are willing and able to support them, (4) place volunteers only in jobs where adequate supervision by host country agencies is provided and the role of the volunteers clearly understood, (5) provide more specific and accurate preservice information, (6) continue and increase where possible the practice of having trainees live with host country families during training, and (7) carefully review the placement of volunteers who teach English as their primary job. The report includes country-specific data on volunteer achievement and selected areas of programing. The questionnaire and raw scores are appended. (WL)

ED 136 011 CE 010 049

Goodwin, Leonard

What Has Been Learned from the Work Incentive Program and Related Experiences: A Review of Research with Policy Implications. Final Report.

Journal Cit—BBB13219

Worcester Polytechnic Inst., Mass.

Spons Agency—Employment and Training Administration (DOL), Washington, D.C.

Pub Date—Feb 77

Contract—DLPO-51-25-76-01

Note—127p.; This research was developed by the Dept. of Social Science and Policy Studies

Available from—National Technical Information Service, Springfield, Va. 22151 ($3.00)

EDRS Price MF-$0.83 HC-$6.01 Plus Postage.

Descriptors—Economically Disadvantaged, Employment Programs, Family Influence, Financial Needs, *Job Training, Labor Force, Labor Market, Literature Reviews, *Low Income Groups, *Manpower Development, *Manpower Needs, Motivation, Occupational Surveys, Research Reviews (Publications), Surveys, *Welfare Recipients, *Work Attitudes

Identifiers—Work Incentive Program

Selected research on the Work Incentive Program (WIN), legislated in 1967, and related research on low income families are reviewed with the aim of gathering empirical findings which illuminate the factors affecting WIN results and to contribute to discussion of future welfare, work training, and employment policies. Areas of research and discussion include the following: Work potential and work orientations of welfare persons, impact of WIN (input-output emphasis and process emphasis), altering work incentives, family structure and personal motivation, and policy alternatives in historical perspective. Results presented show that (1) welfare participants want to work, but substantial barriers (including poor health, low skills, need for child care) stand in the way of continuing labor force participation; (2) WIN has a beneficial effect upon some of those persons who receive services, but it is not clear which aspects of the WIN effort provide these beneficial results; (3) work-for-relief efforts are not cost effective; (4) when public service jobs are provided for welfare recipients, the recipients function very well, according to their work supervisors and self-evaluation; and (5) without provision of more jobs at which heads of households can earn sufficient wages to support their families above the poverty level, WIN can have only a marginal impact on the welfare situation. A nine-page annotated bibliography is appended. (TA)

ED 136 012 CE 010 082

Michlein, Michael G. And Others

Student Attrition in the Wisconsin VTAE System. Phase I. Final Report.

Journal Cit—RMQ66000ZQU97865

Moraine Park Technical Inst., Fond du Lac, Wis.-North Central Technical Inst., Wausau, Wis.-Northeast Wisconsin Technical Inst., Green Bay.Southwest Wisconsin Vocational-Technical Inst., Fennimore.

Spons Agency—Office of Education (DHEW), Washington, D.C.; Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.

Pub Date—Jun 76

Note—249p.; Appendixes C and H (40 pages) may not reproduce well due to small faint type; Not available in hard copy due to marginal legibility of original

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Adult Dropouts, *Adult Education, Dropout Attitudes, *Dropout Characteristics, *Dropout Identification, Dropout Prevention, *Dropout Rate, Dropouts, Educational Research, Literature Reviews, Post Secondary Education, Program Improvement, Secondary Education, Student Needs, *Technical Education, *Vocational Education

Identifiers—*Wisconsin

A project was designed to develop and test (phase I), and implement (phase II) a research design for the study of student attrition in the Wisconsin vocational technical adult education (VTAE) system with the intent of identifying student attrition and determining its predictability. Phase I, the developmental aspect (described in this report), involved identification of attrition and the predictive variables, methods for data collection, data analysis, and report format by a consortium of four Wisconsin technical institutes in fiscal year 1976. The institutes conducted individual attrition studies for their individual schools with the specific objectives of (1) identifying the extent of student attrition categories such as job-outs, transfers, failures, or socioeconomic withdrawal, (2) identifying background characteristics, ability factors, and self-concepts which predict student attrition, and analyze their effects on attrition, and (3) determining program deficiencies if any and recommendations for changes. Some of the consortium's major conclusions were that information on dropouts is often sketchy and that data which is available is not always reliable; students' reasons for dropping out are often unclear or unable to be verbalized even to the early leaver; much attrition is related to a lack of commitment or motivation on the student's part; student assistance for a change of direction is not readily available once a student is participating in a full-time program, and if it is available, it is not recognized by the student. Twenty-three recommendations are listed. The nine appendixes, which cover half the document, contain tabular information on student characteristics. (SH)

ED 136 013 CE 010 108

Comprehensive Illinois Occupational Education Demonstration Center. Site A. Final Report.

Journal Cit—BBB08874BBB09463

Joliet Township High School District 204, Ill.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; Illinois State Office of Education, Springfield. Div. of Vocational and Technical Education.

Pub Date—1 Jul 76

Contract—RDD-OC-A33

Note—216p.; For related documents see CE 010 108, CE 010 111, ED 122 144, and ED 126 297

EDRS Price MF-$0.83 HC-$11.37 Plus Postage.

Descriptors—*Career Education, Conferences, *Demonstration Centers, Demonstration Projects, Disadvantaged Groups, Elementary Secondary Education, Handicapped, *Information Dissemination, Inservice Education, Post Secondary Education, Preservice Education, *Program Development, *Program Effectiveness, Program Evaluation, Resource Centers, *School Community Relationship, Staff Improvement, Surveys, Technical Education, Vocational Development, Vocational Education

Identifiers—*Illinois, Illinois (Joliet)

Planning, implementation, and demonstration/-dissemination phases of the CIOEDC (Comprehensive Illinois Occupational Education Demonstration Center) project, Site A, Joliet, Illinois from February 15, 1974 to June 30, 1976, are included in this report. (The principle objectives of the project were to bridge the gap between the theoretical and developmental findings of activities sponsored by the Illinois State Division of Vocational and Technical Education (DVTE) and actual implementation of those findings into two K-14 sites; to implement into two sites in Illinois selected research, curriculum, developmental, special, and exemplary activities; to provide an opportunity for a variety of persons, i.e., counselors, administrators, labor and business representatives, to receive information and visit a demonstration center designed to exemplify proven learning techniques in career and vocational education; to identify the appropriate and practical courses of action that must be taken to

ensure successful implementation of future research, development, curriculum, special, and exemplary activities, and to evaluate the effectiveness and efficiency of the demonstration centers.) Major project results and accomplishments are summarized for each of the 15 exemplary activities implemented in Joliet. Other aspects of the project discussed are the manpower/workforce survey, staff development, dissemination and demonstration (17 pages), and evaluation procedures. The conclusions indicate that interest, enthusiasm, support, and involvement for career and occupational education have increased as documented by local and the third-party evaluations. Appendixes contain the manpower survey instrument, conference materials, publicity materials, and newsletters. (TA)

ED 136 014 CE 010 119

Stevens, David W.

Employment Projections for Planning Vocational-Technical Education Curricula: Mission Impossible?

Journal Cit—BBB11095

Missouri Univ., Columbia. Human Resources Research Program.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Research and Demonstration.

Pub Date—Jan 76

Contract—OEG-0-74-1736

Note—57p.; For related documents see CE 010 120-121

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—Administrator Guides, *Curriculum Planning, *Employment Projections, Essays, Information Systems, Management Information Systems, Program Planning, Research Methodology, *Research Utilization, Systems Development, *Vocational Education

Intended to inform administrators of vocational-technical education programs, and other interested persons, what the state of the art is in producing and using employment projections for educational planning purposes, this essay focuses on labor market concepts which should be used, but are now frequently abused, in the development and operation of information systems for managing and planning vocational-technical education programs. There are six chapters: (1) Introduction, (2) Employment Projection Models, (3) Employment Projection Methods: Strengths and Weaknesses, (4) Toward an Understanding of Labor Market Concepts and Processes, (5) Educational Planning Uses of Labor Market Concepts, and (6) Mission Impossible? Footnotes and bibliography are included with a note indicating that an integral part of this effort to convey an understanding of labor market concepts and reasons for their misuse or nonuse is a selective citation of relevant items from recent literature dealing with labor market and employment projection issues. (Author/HD)

ED 136 015 CE 010 123

Sawyers, Betty A.

Assessment and Evaluation of the Public's Perception of Vocational Education in Indiana. Technical Report.

Journal Cit—JQB36450

Purdue Univ., Lafayette, Ind. Dept. of Education.

Spons Agency—Indiana State Board of Vocational and Technical Education, Indianapolis.

Pub Date—76

Note—56p.

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—*Attitudes, Elementary Secondary Education, *Employer Attitudes, *Parent Attitudes, Research, *School Personnel, State Surveys, *Student Attitudes, *Vocational Education

Identifiers—*Indiana

The purposes of the study were to (1) determine the overall perception of vocational education in Indiana as held by the general public, (2) determine if there are differences in perceptions related to the various areas within vocational education, (3) identify perceptions of vocational education by junior and senior high school students, elementary secondary teachers and school personnel, parents and patrons of a school district, employers of vocational education graduates, and young adults not currently in school, and (4) identify the determinants of negative and positive perceptions of vocational education. Telephone interviews (by trained interviewers) were conducted with 399 respondents drawn from a stratified random sample based on these factors: Geographical location, population density, number of vocational education programs, junior and senior high school students, parents, school personnel, and employers. Students and school personnel were drawn from a sample of 12 schools selected from a total of 341 schools in Indiana. Results showed that (1) vocational education in Indiana is perceived more favorably than unfavorably, however, the discipline areas of vocational education are not viewed in the same manner by the general public, parents, students, school personnel, and employers, and (2) perceptions and opinions related to vocational education are influenced to a greater degree by personal and physical exposure to vocational education programs rather than through indirect more passive approaches. Recommendations are included in this report. (SH)

ED 136 016 CE 010 135

Herring, Don R.

Identification and Validation of Competencies for Teacher Education-Agriculture.

Journal Cit—BBB07723

Texas A and M Univ., College Station. Dept. of Agricultural Education.

Spons Agency—Texas Education Agency, Austin. Div. of Occupational Research and Development.

Pub Date—Aug 76

Note—64p.

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—Cooperating Teachers, Cooperative Planning, Curriculum Development, Curriculum Research, Higher Education, Job Analysis, *Job Skills, Models, *Performance Based Teacher Education, Program Development, State Surveys, *Task Analysis, Teacher Attitudes, Teacher Education Curriculum, Teacher Educators, Teaching Skills, *Vocational Agriculture Teachers

Identifiers—Texas

Three project objectives were (1) to identify the competencies required for entry into the professional role of the teacher of vocational agriculture (exclusive of the technical competencies of scientific agriculture), (2) to validate the competencies identified, and (3) to initiate procedures for incorporating the validated competencies into the teacher education programs of the nine universities providing certification programs for vocational agriculture teachers in Texas. A list of teacher competencies was developed based on review of the literature, a working conference of teacher educators, and a pilot test with vocational agriculture teachers. The final list was incorporated in an instrument designed to illicit the respondent's opinion of the importance of each of 135 competency statements. Responses were secured from 311 of the 349 vocational agriculture teachers serving as supervising teachers in Texas (89%) and from 22 of 24 teacher trainers (92%) and 14 of 15 State staff personnel (93%). Data were compiled and became the basic documentation for decisionmaking at a second working conference of teacher educators to initiate procedures for incorporation of the validated competencies into teacher education programs of the nine universities. Outcomes, in addition to the identification and validation of a core of essential professional competencies required by vocational agriculture teachers, include the establishment of a base for the development of curriculum materials and laboratory experiences through cooperation among the agricultural education departments of the State. Another result has been development of a transportable model that could be used by other vocational teacher education disciplines to accomplish similar outcomes. (The report includes the list of competencies with mean ratings for each respondent group.) (LAS)

ED 136 020 CE 010 153

Hood, Theresa W. Thompson, Christopher W.

An Operational Blueprint for Health Career Education and Training Program. Final Report.

Journal Cit—RMQ66000

District of Columbia Public Schools, Washington, D.C.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—30 Jun 76

Contract—OEG-0-74-1652

Note—85p.

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors—Career Choice, *Career Education, Career Exploration, Career Planning, Comprehensive Programs, *Curriculum Development, Developmental Programs, Disadvantaged Groups, Educational Administration, Educational Objectives, Employment Qualifications, *Health Occupations Education, *Interagency Cooperation, *Management Information Systems, Minority Groups, *Models, Paramedical Occupations, Post Secondary Education, Program Descriptions, Program Development, Secondary Education, *Vocational Counseling, Vocational Education

Identifiers—District of Columbia

An operational blueprint for health career education and training was designed to provide the District of Columbia public schools with a documented strategy for implementing a comprehensive, multifocal health careers program. The blueprint will establish a mechanism for interagency communication and cooperation at all levels, involving all aspects of health career education and training; establish a framework for identifying individual black, minority, and disadvantaged youth early in their secondary education in order to assist them in exploring careers in the health services field; and delineate the scope of counseling and related supportive services required to assist those students making a health career choice to successfully complete the selected career training and/or educational program. This report describes the development of the operational blueprint, emphasizing management functions related to implementation of health career education and training. Other components delineated include needs assessment, education and training, and student recruitment and counseling. The appendix briefly outlines criteria for certification for the following occupations: Dental assistant, dental laboratory technician, nurse aide, orderly, ward clerk, dietary aide, electrocardiograph technician, licensed practical nurse, certified laboratory assistant, prosthetist and orthodontist technician, physical therapist aide, and medical secretary. (TA)

ED 136 021 CE 010 156

Parsons, Edgar A.

Assessment of Need in Programs of Vocational Education for the Disadvantaged and Handicapped. Final Report. Volume III. Bibliography.

Journal Cit—BBB09463

System Sciences, Inc., Chapel Hill, N.C.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Contract—OEC-0-74-1754

Note—74p.; For related documents see CE 010 156-158

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—*Annotated Bibliographies, Demonstration Projects, *Disadvantaged Youth, Educational Planning, Educational Research, Elementary Secondary Education, *Handicapped, Program Descriptions, Special Educa-

tion, *Vocational Education

This annotated bibliography is the third volume of a three-volume report of a national study whose primary objectives were to quantify resource utilization patterns of vocational education programs effectively serving special needs populations and to develop a methodology for estimating resources required to successfully serve these populations. It is designed to provide a quick, efficient, and useful reference work for vocational education practitioners concerned primarily with programs for the disadvantaged and handicapped. The entries are grouped into five major sections: (1) Demonstration Projects, (2) Research Studies, (3) Curriculum Development Materials, (4) Inservice Training Information, and (5) Program Planning and Development Information. The annotations are divided into the subcategories of journal articles, unpublished or information retrieval system articles, and monographs and government publications. The entry format includes description of the report, suggested use, and reference for obtaining the report. (HD)

ED 136 022 CE 010 157

Parsons, Edgar A. And Others

Assessment of Need in Programs of Vocational Education for the Disadvantaged and Handicapped. Final Report. Volume I. Technical Report.

Journal Cit—BBB09463

System Sciences, Inc., Chapel Hill, N.C.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date—25 Dec 75

Contract—OEC-0-74-1754

Note—319p.; For related documents see CE 010 156-158 ; Tables and charts may be marginally legible

EDRS Price MF-$0.83 HC-$16.73 Plus Postage.

Descriptors—*Disadvantaged Youth, *Educational Assessment, *Educational Needs, Educational Planning, Educational Research, Geographic Distribution, *Handicapped, National Surveys, Program Descriptions, *Program Effectiveness, Racial Differences, Secondary Education, Sex Differences, Special Education, State Programs, *Vocational Education

Primary objectives of a national study were to quantify resource utilization patterns of vocational education programs effectively serving special needs populations and to develop a methodology for estimating resources required to successfully serve these populations. Emphasis was placed on the disadvantaged, as defined in P.L. 90-576. Surveyed programs were selected from nominations by State consultants with responsibility for special needs programs, State advisory councils, and other selected sources. Ninety-eight program administrators (62% of the sample) completed a survey questionnaire designed to accept all measurable program resources. Seventy-eight program elements were classified into eight program components. (Resource use patterns are documented in tabular form to facilitate program planning, budgeting, and review at all levels.) A seven-step procedure, utilizing data provided by participating program administrators was developed. (Estimates of needs are provided at national and State levels and for four types of program environments.) Findings suggested that (1) while difficult, successful vocational education for the disadvantaged is being demonstrated, (2) significant numbers of eligible students are not served, (3) the 15% set-aside funds are inadequate--12-20 times more could be expended effectively. This volume, one of a three-volume report on the national study, contains five chapters: Introduction; Literature Review, Issue Oriented Seminars, and State Plans Analysis; Methodology and Procedures; Results; and Conclusions. Appendixes include summaries of two issue oriented seminars, sample correspondence, the master program list (coding system and system explanations), and the program administrator questionnaire. (HD)

ED 136 023 CE 010 158

Parsons, Edgar A. And Others

Assessment of Need in Programs of Vocational Education for the Disadvantaged and Handicapped. Final Report. Volume II. Compendium of Descriptions of Exemplary Programs.

Journal Cit—BBB09463

System Sciences, Inc., Chapel Hill, N.C.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date—25 Dec 75

Contract—OEC-0-74-1754

Note—236p.; For related documents see CE 010 156-158

EDRS Price MF-$0.83 HC-$12.71 Plus Postage.

Descriptors—Career Education, *Demonstration Projects, *Disadvantaged Youth, Educational Alternatives, Educational Resources, *Handicapped, Program Descriptions, Secondary Education, Special Education, *Vocational Education

This volume is the second of a three-volume report of a national study whose primary objectives were to quantify resource utilization patterns of vocational education programs effectively serving special needs populations and to develop a methodology for estimating resources required to successfully serve these populations. It is a compendium of descriptions of successful programs serving vocational education disadvantaged students. It is intended to be a resource document for those interested in developing and/or improving programs to serve the population (State consultants, local administrators, teachers, counselors, etc.). Fifty-five entries are included in the compendium, drawn from the total of 158 programs surveyed during the study. The entries are categorized by program type and by program environment in order to facilitate the reader's particular interest in specific types of programs and settings. Each compendium entry has been written to conform to a general format consisting of seven parts: (1) Identification information, (2) program information, (3) instructional program, (4) special features, (5) results of evaluation efforts, (6) funding mechanisms, and (7) who to contact for more information. (HD)

ED 136 025 CE 010 167

Lewis, Morgan V. And Others

Nontraditional Vocational Educational Programs for Women. Final Report.

Journal Cit—RMQ66000

Pennsylvania State Univ., University Park. Inst. for Research on Human Resources.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—Nov 76

Contract—OEG-0-74-1753

Note—297p.

EDRS Price MF-$0.83 HC-$15.39 Plus Postage.

Descriptors—*Career Choice, Comprehensive High Schools, Counselor Attitudes, Counselor Role, Educational Research, *Females, High School Students, Occupational Aspiration, Parent Attitudes, Parent Influence, Senior High Schools, Sex Role, *Sex Stereotypes, Student Attitudes, Student Experience, Student Motivation, *Student Recruitment, Surveys, Teacher Attitudes, Teacher Influence, *Vocational Education, Vocational High Schools

A study concerned with ways to increase occupational opportunities for women (but not intended as a study of sex discrimination) was undertaken to identify steps that can be taken to encourage young women to enter vocational areas that have been traditionally limited to males. Eleven vocational and comprehensive high schools were located that had enrolled at least five females in one or more nontraditional courses. Although these schools had no programs to encourage females to enter nontraditional areas, females were enrolled in such areas as vocational agriculture, printing, industrial chemistry, or television arts. Ten of the eleven schools were visited by members of the study team. In each, classes with females in traditionally male areas were observed and the teachers of these classes were interviewed. Interviews were also conducted with counselors, administrators, and small groups of traditional and nontraditional students. A local coordinator was selected at each school who generated a sample of current and former students (in both traditional and nontraditional programs). A total of 1,014 permission forms were distributed and completed questionnaires were obtained from 520 students (51%). Questionnaires were collected by mail from 356 of 743 former students (48%). Questionnaires focused on attitudes, experiences, career plans, and family background. Questionnaires dealing with education, occupation, and attitudes were also collected from 366 (67%) of the parents of student respondents. The report presents data analysis, findings, and conclusions in three parts: (1) Influences on the students' choice of a nontraditional program and examination of their school experiences and attitudes, (2) counselors' and teachers' perceptions of and attitudes toward nontraditional enrollments, and (3) postgraduation employment experiences of students. Questionnaires and interview guides are appended. (LAS)

ED 136 026 CE 010 171

Implementation of a State-Wide Computer-Based Occupational Information System with Multi-Facet Delivery Systems.

Journal Cit—BBB09463

Tennessee Univ., Knoxville. Coll. of Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date—Sep 76

Contract—OEG-00-75-00322

Note—79p.

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors—*Career Choice, *Career Exploration, Computer Oriented Programs, *Delivery Systems, Exceptional Students, *Information Systems, Information Utilization, Instructional Materials, *Occupational Information, Post Secondary Education, Secondary Education, *Statewide Planning, Vocational Education

Identifiers—*Tennessee

The specific objectives of the project were to (1) computerize previously developed occupational information for on-line delivery capabilities as well as for development of computer output microfiche, (2) develop manual pinsorts to aid secondary and postsecondary students in exploring occupational information, (3) develop special materials for blind students and for slow learners, (4) develop user guides on use of the various delivery systems, and (5) provide cost data on the different systems. An updated version of Tennessee's occupational information was computerized to provide on-line teletype terminal access to the information. Direct copy microfiche was developed from the printed data base. Manual career exploratory pinsorts for accessing the junior high occupational information as well as the secondary-postsecondary version of the computerized information were developed. In addition, braille and audio tape materials were developed for use by blind students and filmstrips with audio tape narrations were developed for use by slow learners. User guides were developed for use by students, parents, teachers, counselors, and librarians on the use of each of the different types of delivery systems. Evaluation data collected from students, parents, teachers, counselors, and librarians revealed all the occupational information delivery systems were accepted favorably. Suggestions were received from users for making minor revisions in each delivery system to improve its use. This report includes a detailed description of the project's methodology, evaluation results, and summary of findings. (HD)

ED 136 027 CE 010 172

Gilles, Donald M.

A Statewide Manpower/Curriculum Management System. Final Report.

Journal Cit—RMQ66000

Oregon State Dept. of Education, Salem. Career and Vocational Education Section.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—Mar 76

Contract—OEG-0-74-1723

Note—181p.

EDRS Price MF-$0.83 HC-$10.03 Plus Postage.

Descriptors—*Curriculum Development, Curriculum Planning, Job Skills, Learning Modules, *Management Information Systems, Manpower Development, *Manpower Needs, Material Development, Occupational Guidance, Occupations, State Programs, Systems Development, Task Analysis, *Vocational Education

Identifiers—Oregon

Because Oregon has witnessed dramatic growth and interest in vocational education in the last 10 years as schools began implementing vocational education at an accelerated rate, the primary purposes of the project were to strengthen and expand applied research efforts in the areas of manpower analysis, counseling and guidance, and curriculum development. The project provided a means to further the development of a "data base system" in Oregon with components related to manpower and curriculum development. It also provided for the completion of the Career Program Planning System (CPPS) in Oregon. With CPPS completed, Oregon is able to identify occupational needs for some 2,800 occupations in 18 major occupational areas. These areas include agriculture, marketing, health, food service, accounting, clerical, steno-secretarial, industrial mechanics, construction, electricity-electronics, metals, child care, clothing, institutional and home management, drafting, graphics, service occupations, and forest products. The development of CPPS also has provided a means to assign the number of trained vocational graduates to specific clusters and related U.S. Office of Education (USOE) instructional program areas. (This report describes project design and procedures and lists conclusions and recommendations. Half of it consist of appendixes: Sample task analysis, task analysis procedures, task analysis questionnaire, learner module cover format, guidelines for module format, sample module, sample work experience training plan, and miscellaneous tables.) (WL)

ED 136 028 CE 010 173

Morton, J. B. And Others

The Comparative Efficacy of Selected Manpower Demand Project Techniques on Diversified Populations. Final Report.

Journal Cit—RMQ66000

Oklahoma State Dept. of Vocational and Technical Education, Stillwater.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—Jan 76

Contract—OEG-0-74-7837

Note—45p.

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Cost Effectiveness, *Employment Projections, Job Market, *Manpower Needs, Measurement Techniques, Needs Assessment, *Occupational Surveys, *Predictive Measurement, Predictive Validity, Predictor Variables, Statistical Analysis, Statistical Surveys, Test Reliability, Test Validity

Identifiers—*Modified Area Skill Survey, *Modified Industry Occupation Matrix, Oklahoma

A study compared a Modified Area Skill Survey (MASS) with a Modified Industry/Occupation Matrix (MIOM) method of projecting manpower demand. The comparison was made with regard to the bias and precision of the estimates of the two projection methods on populations of varying size. To achieve the comparison, each method was applied to the same population and estimates of future employment were obtained. A survey of the population was conducted one year later to obtain actual employment. The results were then tabulated for each projection method and a comparison of the results made using a paired sign test on the precision estimates and a paired t-test on the estimates of future employment. The results of the bias and precision comparisons were not conclusively in favor of either projection technique. However, the cost involved in implementing the two techniques is so drastically different, it was concluded that the MIOM is more desirable for counties of all sizes. (Editor/JT)

ED 136 029 CE 010 174

Whinfield, Richard W.

A Comparative Study of State Staffing Patterns and Delivery Systems of Vocational Education and Their Relative Effectiveness. Final Report.

Journal Cit—RMQ66000

Connecticut Univ., Storrs. Dept. of Higher, Technical, and Adult Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—Apr 76

Contract—OEG-0-74-1644

Note—164p.

EDRS Price MF-$0.83 HC-$8.69 Plus Postage.

Descriptors—*Administrative Organization, Comparative Analysis, *Delivery Systems, Educational Research, Expenditures, Higher Education, Post Secondary Education, *Program Effectiveness, Schools, Secondary Education, Staff Improvement, Staff Utilization, *State Boards of Education, State Federal Aid, State Programs, *Vocational Education

This Study, which grew out of increasing concern over vocational educators' tendency to seldom look at the "gestalt" of State vocational education organizational structure, shows some potential ways of looking at the vocational education system which have here-to-for not been attempted. This study also provides, for those who have not addressed the issue of "the system", findings which should give new insights into the forces working within vocational education which effect its output. Seven chapters are included: (1) Introduction (The Problem, Purpose of the Study, Data, and Special Concerns and Limitations), (2) State Administration (State Boards of Education, State Board of Vocational Education, State Board of Vocational Education Structure, State Director of Vocational Education, State Vocational Staff Descriptions, Expenditures), (3) Delivery Systems (General Description of Schools by USOE Category, Delivery System Description, Descriptions, and Local Staff), (4) Program Effectiveness (Presentation of Effectiveness Data), (5) Data Treatment, (6) Data Presentation, and (7) Findings and Conclusions. The appendixes contain flow charts of four generalized patterns of organization; U.S. official definitions of types of institutions; titles used by different States to describe institutions; data by State for changes in Federal expenditures per pupil, total expenditure per pupil, staff enrollments, and placement and completion; institutional types used by each State, and the data collection instrument and instructions. (HD)

ED 136 030 CE 010 176

Washburn, George

Guidance, Counseling, Placement and Follow-Up Services Project. Final Report.

Journal Cit—RMQ66000

Boise City Independent School District, Idaho.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—23 Jan 76

Contract—OEG-0-74-1559

Note—52p.

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—*Career Education, Career Exploration, Curriculum Development, Demonstration Projects, Educational Objectives, Guidance Programs, *Guidance Services, High School Students, Job Placement, *Occupational Guidance, Parent Attitudes, Program Descriptions, *Program Development, Program Evaluation, *Resource Centers, School Districts, Secondary Education, Student Attitudes, Vocational Counseling, Vocational Followup

Identifiers—Idaho (Boise)

A secondary level career education program was implemented which focused on guidance, counseling, placement, and followup services for students within the Boise Independent School District, Idaho. Procedures followed in achieving project goals and objectives were (1) to develop a career and educational information center, (2) to use the center by involving students, teachers, and counselors, (3) to develop supplementary materials for the majority of school disciplines which will tie the subject area with career investigation, (4) to develop a placement service component which can involve all students in target schools, and (5) to develop a followup component which will point up the needs in career education. Following data analysis and evaluation, these recommendations were made: Permanent centers should be established at each high school. Each center should have a paraprofessional manager. The center must be adequately funded. Followup and placement activities should be among the functions of the center, but the center should not have the sole responsibility of these functions. The center must be located in a traffic pattern and be adequate in size to house student groups. Establishment of a student procedure for use of the center is necessary. Inservice for school personnel in necessary for establishment. Appendixes contain materials and studies used during the project. (TA)

ED 136 031 CE 010 177

Kettner, Joseph N., Jr.

Determining Performance Levels of Competencies for Job Entry of Data Processing Programmers. Final Report.

Journal Cit—RMQ66000ZQU97865

District 1 Technical Inst., Eau Claire, Wis.

Spons Agency—Office of Education (DHEW), Washington, D.C.; Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.

Pub Date—Jun 76

Note—127p.; Some tables may be marginally legible

EDRS Price MF-$0.83 HC-$7.35 Plus Postage.

Descriptors—Associate Degrees, Curriculum Research, *Data Processing, Data Processing Occupations, Employee Attitudes, Employer Attitudes, Graduates, Graduate Surveys, *Job Skills, *Programers, State Surveys, *Task Analysis, Technical Education

Identifiers—Wisconsin

A study was conducted to determine the performance levels of competencies for job entry as a data processing programer. Specifically, the study sought to answer: (1) What tasks are performed by entry level programers? (2) How frequently are these tasks performed? (3) What level of performance is necessary for these tasks? (4) How important are these tasks? and (5) What is the future projected need for these tasks? Both questionnaire and followup interviews were used. The population consisted of all data processing associate degree programing graduates at nine Wisconsin vocational, technical, and adult schools for 1973 to 1975 and their supervisors/employers. A questionnaire was developed in which respondents were asked to rate each of 75 tasks on a five-point scale relevant to four criteria: Frequency, performance, importance, and future need. Questionnaires were mailed to each of 508 graduates (one for the graduate, and one for his employer/supervisor). There was approximately

50% response. Followup interviews were conducted with 26 graduates and 21 employers to supplement and verify the data. Both graduates and employers tended to rank the four areas the same for all six groups of tasks (systems analysis and design, program design, coding, testing and debugging, documentation, and miscellaneous). Interviews indicated that many businesses are using or are considering an on-line system in the near future. It was concluded that the Wisconsin vocational, technical, and adult education system is currently emphasizing the proper tasks needed for entry-level programers. Many employers indicated that operation experience was very important to being a successful entry-level programer. (Recommendations are included and the questionnaire, interview guides, and complete findings and data analysis are included.) (LAS)

ED 136 032 CE 010 178

McLeod, Pat N. Tobias, Jeanette

Job Placement Services Research Study.

Journal Cit—BBB07723

North Texas State Univ., Denton. Dept. of Occupational Education.

Spons Agency—Texas Education Agency, Austin. Div. of Occupational Research and Development.

Pub Date—Aug 76

Note—119p.

EDRS Price MF-$0.83 HC-$6.01 Plus Postage.

Descriptors—*Administrator Attitudes, *Employment Services, *Evaluation Criteria, Guidance Programs, High School Students, *Job Placement, *Needs Assessment, Occupational Guidance, Program Evaluation, Program Planning, Public School Systems, Pupil Personnel Services, Questionnaires, School Districts, Secondary Education, State Standards, State Surveys, Vocational Counseling

Identifiers—Texas

A mailout questionnaire was used in a study which focused on three areas of inquiry: (1) Needs assessment for job placement programs in public schools as viewed by superintendents of school districts and vocational administrators of occupational programs, (2) assessment of the perceived and established benefits of a placement program from the viewpoint of superintendents, vocational administrators, and placement program personnel, and (3) criteria standardizations of placement programs to provide administrators at the State and local levels of education data for making management decisions. Subjects were the 1,156 independent school district superintendents in Texas, the 236 vocational administrators of occupational programs in those districts, and the placement service program coordinators in the 32 schools operating placement programs. Response from each group was over 70%. Based on the study, several criteria appear to be factors in determining the priority on which applicants for employability skill development and job placement services should be evaluated. These include likelihood of administrative support, availability of facilities, high dropout ratio, urban and larger school districts, availability of vocational teaching units, schools demonstrating other areas of need such as low placement, commitment of local school districts to provide partial funding, and districts willing to abide by State guidelines to insure a uniform statewide effort. It is concluded that there are considerable perceived needs for and favorable attitudes toward the benefits of a placement program. Appendixes contain the research methodology, sample description, sample recovery, survey instruments, and followup contact letter. (TA)

ED 136 033 CE 010 179

Stead, Floyd L. Hartnett, Richard A.

A Third Party Evaluation of the Region V, Regional Education Service Agency, Career Oriented Education Program: 1975-76.

Journal Cit—BBB12991ZJF95105

West Virginia Univ., Morgantown. Office of Educational Research and Field Services.

Spons Agency—Regional Education Service Agency, Region 5, Parkersburg, W. Va.; West Virginia State Dept. of Education, Charleston. Bureau of Vocational, Technical, and Adult Education.

Pub Date—6 Sep 76

Contract—OEG-0-73-5295

Note—265p.; Parts of the appendix will not reproduce well due to faint type or photographs

EDRS Price MF-$0.83 HC-$14.05 Plus Postage.

Descriptors—*Academic Achievement, Administrator Attitudes, *Career Education, Comprehensive Programs, Demonstration Programs, Educational Assessment, Educational Objectives, Elementary Secondary Education, *Program Administration, Program Descriptions, *Program Development, *Program Effectiveness, Program Evaluation, Regional Programs, Student Attitudes, Teacher Participation

Identifiers—West Virginia

A comprehensive third-party evaluation of a regional career education project covering an eight-county area in West Virginia focused on the project's most recent year of operation (1975-76). The evaluation attempted to measure the degree of attainment of stated goals and objectives and was designed to develop a guide and lend direction to local schools in designing comprehensive career education programs. A process/product evaluation model focused on three developmental stages within the career education program: Career awareness (grades 3 and 6), career exploration (grade 9), and career preparation (grade 12). The process component, featuring specific operational and procedural (e.g., organization, materials, inservices) aspects of the program, was assessed by means of analysis of all available project records; interviews with selected personnel: county superintendents, principals, and teachers; and unobtrusive measures. The product component, incorporating expected changes in the behavior of selected students (in grades 3, 6, 9, and 12) and changes in attitude and knowledge of representative administrators and teachers, was studied through specialized tests. It was found that the process dimension attained creditable success in both implementation and support and that career education awareness by teachers saturates the region. Since it was not possible statistically to attribute student career development gains directly to teacher participation, the establishment of behavioral objectives that relate learning activities (process) and learning outcomes (product) is recommended. (Appendixes, one-third of the report, contain demographic description, evaluation instruments, project publicity, and data tables.) (TA)

ED 136 035 CE 010 181

Blaschke, Charles L. Steiger, JoAnn

Models and Procedures for Improving the Planning, Management, and Evaluation of Cooperative Education Programs. Final Report. Volume II.

Journal Cit—BBB09463

Education Turnkey Systems, Inc., Washington, D.C.Steiger, Fink, and Kosecoff, Inc., McLean, Va.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date—Jun 76

Contract—300-75-00435

Note—149p.; For a related document see CE 010 180

EDRS Price MF-$0.83 HC-$7.35 Plus Postage.

Descriptors—*Cooperative Programs, Educational Objectives, Management, Program Evaluation, Vocational Followup

These appendixes contain (1) correspondence related to selection of exemplary cooperative education programs for study in developing guidelines for planning, managing, and evaluating such programs and (2) materials collected from the programs identified relating to project management, objectives, program evaluation, and followup. (Volume I, the body of the report, which is bound separately, contains a brief description of procedures used in developing the guidelines, discusses the various components of the planning, management, and evaluation process, and outlines a training program for administrators.) (JT)

ED 136 036 CE 010 184

McMinn, James H.

A Research and Development Project in Career Education. Final Report.

Journal Cit—RMQ66000

Mississippi State Dept. of Education, Jackson. Div. of Vocational and Technical Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—Sep 75

Contract—OEG-0-75005

Note—133p.; Photographs may reproduce poorly

EDRS Price MF-$0.83 HC-$7.35 Plus Postage.

Descriptors—*Career Education, Comprehensive Programs, *Curriculum Development, Demonstration Projects, Elementary Secondary Education, Fused Curriculum, Program Descriptions, *Program Effectiveness, Program Evaluation, School Districts, School Industry Relationship, Student Attitudes, Surveys, Teacher Attitudes, Teaching Techniques

Identifiers—Mississippi

A career-centered program in the Louisville, McComb, and Winona Municipal Separate School Districts, Mississippi, attempted to bridge the gap between the world of work and the school curriculum for students in grades 1-12. The following specific objectives were established: (1) To develop personal, social, economic and decisionmaking skills in all students, (2) to increase elementary students' awareness of the world of work, (3) to provide career orientation and exploratory experiences for junior high or middle school students, and (4) to provide job preparation in a wide variety of occupational areas for students in grades 10-14. Third-party evaluation instruments were used to assess attitudes of teachers and students concerning the career concept. Data were collected by reviewing reports, conducting visits to the career projects, reviewing instructional materials, and interviewing teachers and administrators. It was concluded that there was sufficient public and teacher acceptance demonstrated to term the career project an asset to the school districts involved. One-fifth of the report is a project summary: Goals, description, activities, and accomplishments. The third-party evaluation report, constituting the remainder of the report, contains a description of the counties, including an occupational breakdown of locale; description of the school system; background information and description of the research project, including samples of newsletters and photographs of student activities; and evaluation analysis, conclusions, and summary. (TA)

ED 136 037 CE 010 190

Heitzeg, Howard Jeter, Kaye

Pontiac Adult-Student Learning System. Final Evaluation Report. Project Years 1973-76.

Journal Cit—BBB09463

Pontiac City School District, Mich.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Report No.—V361048

Pub Date—76

Contract—OEG-0-73-5287

Note—78p.; Several pages of the Evaluation Design Worksheets may not reproduce well

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors—*Career Exploration, Data Analysis, Demonstration Projects, Job Skills, Program Descriptions, *Program Development, *Program Effectiveness, School Districts, *School Industry Relationship, Secondary Education, Skill Devel-

opment, *Vocational Development, *Vocational Education, Vocational Followup, Work Experience Programs

Identifiers—Michigan, Michigan (Pontiac)

The Pontiac Adult-Student Learning (PALS) Program's three years of operation are described in this report. (The primary goal of the project was to broaden the career horizons and aspirations of students in Pontiac's (Michigan) two high schools through an instructional program which would include student work experience through cooperative efforts between area industries and businesses and the Pontiac schools.) Five major sections are included: Statement of Problem, Overview of Project, Goals and Objectives, Data Analysis and Conclusions, and Evaluation Design Worksheets. The major portion of this report is included in the section, Data Analysis and Conclusions, in which each of the following project outcomes and supportive data are examined: Teacher inservice training; delivery of followup for inservice participants; pilot one semester placement program for 11th and 12th grades; institute support of the project by business and industry; disseminate the PALS curricula throughout district, State, and nationwide; pilot and research program for girls on choosing nonsex role stereotyped occupation; place PALS in the regular school day as a regular class; complete a followup of PALS students; continue career classes and increase number of students in program; involve parents in PALS program; and research decisionmaking process. Tables, graphs, and other supplementary information are included. (SA)

ED 136 038 CE 010 191

A Survey of the Manpower Training Needs of Connecticut Business and Industry with Special Emphasis on the Development of a Computer-Based Model for Vocational-Career Information Delivery Systems. Final Report.

Connecticut Business and Industry Association, Hartford.Connecticut State Dept. of Education, Hartford. Div. of Vocational Education.

Pub Date—76

Note—103p.

EDRS Price MF-$0.83 HC-$6.01 Plus Postage.

Descriptors—*Business, Delivery Systems, Educational Needs, Elementary Secondary Education, *Employment Projections, *Industry, Labor Supply, *Manpower Needs, Models, *Needs Assessment, Occupational Guidance, Research, Trade and Industrial Education, *Vocational Development

Identifiers—*Connecticut

Conducting a survey of manpower training needs of business and industry in Connecticut and identifying elements of a vocational-career information delivery system were the two major focuses of the study described in this report. Content is presented in three chapters. Chapter 1 reviews and analyzes the manpower training needs survey and results. Some of the major findings/conclusions presented are (1) Connecticut's businesses are unable to tell Connecticut's educational agencies what they need in numerical terms from the various training programs administered by the State. Long range needs of private firms are too poorly perceived to be a basis of planning by educational agencies. (2) Although Connecticut's enterprises are critical about the quality of the vocational graduates reaching them, they are unaggressive and probably unled as to the direction to take in addressing the issue. (3) There is no common occupational language employed across the State. Chapter 2 discusses long range manpower forecasting techniques and other approaches and methods for predicting manpower needs. Chapter 3 brings together a number of considerations into a model which incorporates essential elements of a complete career guidance program. The appendixes contain raw data about occupational demand and supply. (SH)

ED 136 039 CE 010 192

Schrader, Marvin A. Sharp, J. Curt

Survey of Continuing Education Needs for Secretarial Science Personnel within Lakeshore District. Final Report.

Journal Cit—BBB09463ZQU97865

Lakeshore Vocational, Technical, and Adult Education District, Cleveland, Wis.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.

Pub Date—Aug 76

Note—56p.

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—*Clerical Workers, *Continuous Learning, *Educational Assessment, *Educational Needs, Employee Attitudes, *Job Skills, *Office Occupations Education, Post Secondary Education, Research, Secretaries, Surveys

Identifiers—*Wisconsin, Wisconsin (Cleveland)

The purpose of the study was to determine whether those persons employed in a secretarial-clerical office position in the Lakeshore District (Wisconsin) felt there was a need in their occupational cluster for a series of continuing educational offerings; and if there was a need, on what bases could Lakeshore Technical Institute best develop and implement a series of continuing educational courses to fulfill that need. Questionnaires were administered to 150 secretarial-clerical office employees in the Lakeshore District and 50 supervisory personnel with a response rate of 54.67% for the secretarial-clerical employees and 46% for the supervisors. Conclusions showed that (1) most secretarial-clerical office personnel are employed under an employment policy whereby they receive reimbursement for educational tuition, (2) secretarial-clerical office personnel are interested in taking additional courses in secretarial skills areas, (3) office employees and supervisors perceive the secretarial-clerical office worker as needing the same levels of competency, and (4) most secretarial-clerical office employees prefer to take course offerings on a grade basis leading to an associate degree. This report of the study presents a complete description of the study with emphasis placed on the findings and results. Recommendations and the measurement instruments are included. (SH)

ED 136 040 CE 010 197

Wiley, Benarve And Others

Occupational Preparation in Hospitality and Recreation: Lodging Services, Travel Services, Recreation, Sports, Entertainment, and Cultural Services. Teacher's Guide/Student Materials.

Journal Cit—BBB11095

Contract Research Corp., Belmont, Mass.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Research and Demonstration.

Pub Date—76

Contract—OEC-0-74-9242

Note—323p.; For a related document see CE 010 198

EDRS Price MF-$0.83 HC-$16.73 Plus Postage.

Descriptors—Curriculum Guides, Entry Workers, Hotels, Instructional Materials, Job Skills, *Learning Activities, Occupational Clusters, Occupational Information, *Recreation, Secondary Education, Senior High Schools, *Skill Development, Teaching Guides, *Tourism, *Travel

Designed to prepare students in grades 10-12 for immediate employment in a hospitality and recreation industry, this curriculum guide also provides a foundation for continuing education in the field. Four distinct components are included, each organized by units, which in turn are divided into activities. Each unit begins with an overview followed by descriptions of objectives, rationale, and concept. The components are Lodging Services (Front Office Procedures, Reservations, Convention Planning, Bed and Board: "Back of the House" Operations, and Lodging Service Resource Information); (2) Travel Services (Use of the Official Airline Guide, Use of Manuals, Making Reservations, Interviewing the Client, and Travel Services Resource Information); (3) Recreation, (Leading Groups, Planning and Organizing Programs, Designing a Playground, Individualized Skill Preparation, and Recreation Resource Information); and (4) Sports, Entertainment, and Cultural Services (Ticketing Systems, Communication Skills, Money Management, Individualized Skill Preparation, and Resource Information on Sports, Entertainment, and Cultural Services). Each of the four components consists of two major parts-resource information with suggested student activities and occupational preparation content. The resource information section provides information about the general characteristics of the hospitality and recreation industry. The occupational preparation section, divided into a teacher's guide and accompanying student materials, addresses the specific skills required for entry-level employment. (HD)

ED 136 041 CE 010 198

Wiley, Benarve And Others

Career Exploration in Hospitality and Recreation.

Journal Cit—BBB11095

Contract Research Corp., Belmont, Mass.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Research and Demonstration.

Pub Date—76

Contract—OEC-0-74-9242

Note—219p; For a related document see CE 010 197

EDRS Price MF-$0.83 HC-$11.37 Plus Postage.

Descriptors—Career Choice, *Career Exploration, Career Planning, Curriculum Guides, Hotels, Instructional Materials, Job Skills, Occupational Clusters, *Recreation, Secondary Education, Teaching Guides, *Tourism

This curriculum guide is designed to help students develop career decisionmaking skills which they may use throughout their lives and examine and explore hospitality and recreation occupations. Nine units are included, with each consisting of a teacher's guide and student materials. The teacher's guide includes an overview, objectives, rationale, concepts, and activity. The student materials are organized by activity and include an overview and activity explanation. Beginning units focus on the development of career decisionmaking skills in the context of hospitality and recreation occupations and later units emphasize the hospitality and recreation concepts and skills within the framework of career decisionmaking. The units are titled (1) What is A Career? (Career Decisionmaking, and The Future), (2) How Does One Plan For A Career? (Hobbies, Occupational Analysis, and Career Paths), (3) Fun In The Sun, (4) Leisure Then and Now (What was Leisure Like Then?, The Year 2000, Community Interviews, and Planning a Leisure Facility), (5) What Do You Need To Know? (Communicating: Welcome to the Camp, The Diagram Game, What Should I Say Now?, Managing Money, and Keeping Records), (6) Working in Hospitality and Recreation (Rock Concert, Bouncing Ball, Crystal Lake Day Camp, Zoos and So Forth, and Independent Study), (7) What Are Some Hospitality and Recreation Jobs Like? (A Look at Hospitality and Recreation Occupations, and Interviewing an Employee-for Practice and for Real), (8) What Are You Interested In? (A Self-Profile and People/-Things/Ideas), and (9) What's Next (Lifestyle, Job Match-Whom to Hire? Is Everybody Happy?, and How About This Career?). (HD)

ED 136 042 CE 010 200

Sikorski, Linda A. And Others

Targeting Information to Market Segments: An Action Oriented Study of Attitudes Toward Vocational Education Among Target Populations. Final Report.

Journal Cit—RMQ66000

Far West Lab. for Educational Research and Development, San Francisco, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—Feb 76

Contract—OEG-0-74-1656

Note—77p.

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors—Behavioral Science Research, *Disadvantaged Youth, Economic Disadvantagement, Educational Attitudes, *Educational Interest, High School Students, Low Income Groups, Marketing, *Minority Groups, *Motivation Techniques, Senior High Schools, Student Attitudes, Student Motivation, Student Recruitment, *Vocational Education

Research was conducted to show how segments of the population of minority and disadvantaged youth might be positively influenced by selective information campaigns to participate in vocational education programs. The first-year effort (stage 1) undertook to measure student attitudes and to develop recommendations for using this information in communicating with youth regarding vocational education. The sample studied included students from six San Francisco Bay Area school districts located in low income areas with high minority populations. Q-methodology was used to group subjects into clusters or segments of students who had reacted similarly to 48 attitude statements. Of two distinct segments, the largest (type 1) reported agreement with positive attitude statements. Type 2 students, comprising one-third of the sample, were more negative. It was concluded (1) that messages for type 2 students needed to inform them of the positive aspects of vocational education programs and to be channeled through more credible and respected sources and (2) that those for type 1 students should focus on delivery information, explaining where and how to become involved in vocational education programs. Stage 2 of the study involved developing and testing prototype information campaigns (slide tapes) aimed at each type. The messages were presented in seven classrooms in San Francisco. Before the presentation students were asked to respond to a 10-item battery to classify them as type 1 or type 2 and then to complete a pretest. They then received (on a random basis) one of the messages and a posttest. The results indicated again the existence of the two types of students. However, with regard to immediate commitment (intent to take vocational education courses now) results were independent of treatments. (Author/-LAS)

ED 136 045 CE 010 205

Nowak, Carl D. And Others

Placement Component, Lincoln Career Education Project. Final Report. March, 1973-June, 1976.

Journal Cit—RMQ66000

Lincoln Public Schools, Nebr.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—76

Note—161p.; For related documents see ED 126 311 and ED 129 997; Report prepared by Evaluation Team of Educational Service Unit 18

EDRS Price MF-$0.83 HC-$8.69 Plus Postage.

Descriptors—*Career Education, *Community Resources, Cooperative Planning, *Cooperative Programs, Curriculum Development, Demonstration Projects, Educational Assessment, Educational Objectives, Employment Programs, Guidance Services, *Job Placement, Occupational Guidance, Program Descriptions, Program Development, Resource Materials, School Districts, Secondary Education, *Student Placement, Vocational Counseling, Vocational Development

Identifiers—Nebraska (Lincoln)

The goal of the placement component of the 3-year Lincoln Career Education Project, Nebraska, was to establish placement services for youth of participating project schools. "Placement" referred not only to helping exiting senior high youth find employment, but also to developing the knowledge, skills, and attitudes which lead to location of and placement in an appropriate job. Focus in the final year was on refining the exiting placement program model for high school seniors. Overall project results and accomplishments were these: Established and refined the general concept of career education among local school and central office staff, established and operated a community resource system, developed and pilot tested a model placement service for exiting seniors, and provided placement service to several hundred exiting seniors during the 3-year period. Evaluation and conclusions indicate that project components such as the community resource system and placement service were effective and useful. It is suggested that in order for placement services to be effective a set of knowledges, skills, and attitudes should be built up over a period of years through a comprehensive and continuing career development program as well as through the regular instructional program. Description of the placement component, the conceptual model in chart form, and operational steps are included. Forms and materials developed and used in this component are contained in Appendix A. Appendix B contains the revised community resource catalog. (TA)

ED 136 048 CE 010 222

Drenkhahn, Clarence

The Northwest Area Schools Multi-District Secondary Occupational-Vocational Training Program. Vocational Education by Mobile Units. Report on an Exemplary Project.

Journal Cit—BBB09463BBB12343

Northwest Area Schools Multi-District Secondary Occupational-Vocational Education Center, Lemmon, S. Dak.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; South Dakota State Div. of Vocational Education, Pierre.

Pub Date—[76]

Note—36p.

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Adult Education, Course Descriptions, Demonstration Projects, *Mobile Classrooms, Program Descriptions, *Program Development, Program Evaluation, Regional Programs, *Relocatable Facilities, *Rural School Systems, Secondary Education, *Vocational Education

Identifiers—*South Dakota

This report discusses the objectives of an exemplary project in sparsely populated southwestern South Dakota which involved nine schools' efforts in the past three years (1974-76) in bringing a variety of vocational education courses to students that none of the districts would have been able to undertake individually, because limited financial resources and the small number of students in each would not have made such educational opportunities feasible. The publication is designed to show the degree to which project objectives have been achieved, and also to provide information which other schools in sparsely populated areas might use in implementing a program of vocational education opportunities through use of relocatable, self-contained facilities. Discussion specifically covers project initiation, general and specific purposes, multi-district inception, activities preceding application for project, the program in operation, course codes, advisory committees, rotation schedules of mobile units, the multidistrict curriculum philosophy, multidistrict staffing, governance, finance and budgeting, and project appraisal. Detailed course descriptions are provided for the areas of General Metals, Building Trades, Electricity/Electronics, Auto Mechanics, Agricultural Technology I (Plant and Soil Science), Quantity Food Occupations, Health Occupations, Sales and Distribution, and Agricultural Technology II (Animal Science and Range Management). (HD)

ED 136 049 CE 010 239

Schrader, Marvin A. And Others

Development of Model Systematic Trilateral Approach to Provide Continuing Education for Nursing Home and Small Hospital Personnel. Final Report.

Journal Cit—RMQ66000ZQU97865

Lakeshore Vocational, Technical, and Adult Education District, Cleveland, Wis.

Spons Agency—Office of Education (DHEW), Washington, D.C.; Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.

Pub Date—Aug 76

Note—147p.

EDRS Price MF-$0.83 HC-$7.35 Plus Postage.

Descriptors—Adult Education, Custodian Training, Dietetics, *Health Facilities, Health Personnel, Hospitals, *Individual Instruction, *Inservice Programs, Learning Modules, Models, *Nonprofessional Personnel, Nursing Homes, Practical Nursing, *Program Development, Service Workers, *Video Cassette Systems, Vocational Education

The project was designed to determine the feasibility of having a vocational technical adult education (VTAE) district provide continuing education inservice training for health care facilities using videotape equipment so that employees could gain knowledge and skills without leaving the facility or having to involve time outside the normal working hours. The project was conducted using staff members from the Lakeshore Technical Institute (Wisconsin) to provide instruction, and the employees of the Sheboygan County Comprehensive Health Center (Wisconsin) as recipients of the instruction. Ten hours of continuing education inservice training were provided for each employee in five 2-hour modules. A total of 13 modules was produced--one common module in communications in addition to four modules in each of the areas of dietary, housekeeping-janitorial, and nursing care services. The project staff concluded that this type of continuing education inservice utilizing the videotape is viable and should therefore be recommended to other nursing homes and small hospitals. This report provides a full description of the project which covers evaluation, limitations, future plans, and recommendations. The appendixes cover the majority of the document and include the video orientation script, list of topics for nursing homes, study guide used in the inservice program, TV instructor preproduction considerations, a newspaper article, employees enrolled, guidelines for operating inservice continuous education programs, conference reports, and correspondence. (HD)

ED 136 051 CE 010 261

Comprehensive Instructional Management System for Occupational Education in New York State. Final Report.

Journal Cit—BBB09463

New York State Education Dept., Albany.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date—18 Oct 76

Contract—OEG-0-74-1664

Note—186p.; Not available in hard copy due to marginal print of original copy

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Auto Mechanics (Occupation), *Class Management, Computer Oriented Programs, *Curriculum Development, Curriculum

Research, Individualized Instruction, Inservice Teacher Education, *Instructional Systems, Learning Modules, *Management Information Systems, Models, Office Occupations Education, *State Programs, *Vocational Education

This report describes the cooperative activities of the New York State Education Department, Cornell Institute for Research and Development, and Riverside Research Institute in a two-phase occupational education development project. (Phase 1 involved the designing, implementing, and evaluating of modularized curriculum for occupational education programs, and phase 2 constituted the design and demonstration of an implementation of the curriculum, i.e., class rosters, roster changes, student records and evaluation, etc., for use in classroom management and curriculum evaluation.) The body of the report describes objectives of the participating agencies, their activities, results of activities, and conclusions. Achievements and conclusions listed include the following: (1) A statewide system for curriculum change in occupational education was developed, (2) technical support was provided to formulate methods and processes for development and implementation of the support system, (3) teacher training with resultant production of modularized curriculum packages in automotive mechanics and office clerical areas occurred as planned and a pilot project was conducted to test the quality and usefulness of the modules, (4) the project was successful in generating teacher enthusiasm and work in organization of curriculum management materials, (5) the most problematic area of development was installation and utilization of the computer retrieval systems tested, so it was concluded that a technical support system should followup rather than parallel curriculum development, and (6) the success of the overall effort was such as to warrant continuation and expansion through a second phase of development currently underway. Appendixes (more than half of the report) contain a guide to the information flow and logistics subsystem used in field testing, sample curriculum modules for automotive mechanics (lubrication service) and office training (mail handling), the ISS terminal manual, and checklists used in the project. (LAS)

ED 136 052 CE 010 266

Lareau, Edward H., Jr. Baylis, Clifford A., Jr.

Language Experience Based Awareness Hands On Exploration Competency Based Preparation = A School Based Total Career Education Model. Final Report.

Journal Cit—BBB09463

Admiral Peary Area Vocational-Technical School, Ebensburg, Pa.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date—Jun 76

Contract—OEG-0-73-5272

Note—410p.; Not available in hard copy due to marginal reproducibility of the original document. For related documents see ED 113 588 and ED 126 319

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Career Awareness, *Career Education, Career Exploration, Community Involvement, Comprehensive Programs, Curriculum Development, Demonstration Programs, Elementary Secondary Education, *Fused Curriculum, Inservice Teacher Education, Integrated Curriculum, Models, Program Descriptions, Program Design, *Program Effectiveness, Program Evaluation

Identifiers—Pennsylvania (Ebensburg)

The report covers the final year of a 3-year project to develop a career education continuum for grades K-14 in participating Pennsylvania school districts. Third-year objectives included procedures for working with select groups of students and teachers to refine successful components from the first two years. The general strategy of project staff acting as change agents for teachers, counselors, and students in relation to career education activities was continued in preparation for the assumption of career education activities by local personnel at the termination of the project. These activities were curriculum infusion for grades 1-8, teachers' inservice training (grades 1-8), Singer Carrels exploration component for grades 6-9, group counseling sessions for grades 6-9, and a model for community involvement. It was concluded that given the size of the staff and severe financial limitations, the project was very successful. Process and product objectives and project design are described. Major accomplishments, conclusions, discussion and recommendations are delineated for each of the components. A 38-page third-party evaluation by Educational Research and Development Associates is included. Appendixes comprise 165 pages and include materials and information on curriculum infusion, the Singer Carrel program, materials relating to the career experience program, and the U.S. Office of Education monitoring team report. (TA)

ED 136 053 CE 010 269

Lewis, Morgan V. And Others

Cost-Effectiveness Study of Work Experience Programs. Final Report.

Journal Cit—BBB09463

Pennsylvania State Univ., University Park. Inst. for Research on Human Resources.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date—Nov 76

Contract—OEG-0-74-1731

Note—266p.; Tables may be marginally legible

EDRS Price MF-$0.83 HC-$14.05 Plus Postage.

Descriptors—Administrator Attitudes, Attitudes, Cooperative Education, *Cooperative Programs, *Cost Effectiveness, Educational Accountability, Educational Assessment, Educational Benefits, Employer Attitudes, Employment, Employment Level, Employment Potential, Followup Studies, Job Satisfaction, Program Attitudes, *Program Costs, Program Effectiveness, Questionnaires, Secondary Education, Student Attitudes, Vocational Development, *Vocational Followup, Wages, *Work Experience Programs

Work experience programs in secondary schools were examined to determine the costs and benefits associated with them. Data on students in these programs were compared with data on students with nonschool-supervised jobs and students with no jobs. Characteristics and experiences of current and former students were compared. A random sample was selected from the 50 largest standard metropolitan statistical areas east of the Mississippi and their contiguous nonmetropolitan counties. Data were obtained from 33 high schools in 15 school districts. Information on the costs of work experience and vocational programs was obtained from school records and questionnaires given to students and school officials. The report deals with vocational education, work experience, and cost-effectiveness analysis; economic costs and benefits; effects of cooperative education on post-high school employment experiences; monetary returns; effects on personal development, education, and employment; effects on career development and on students' perceptions of school and jobs; and cooperative education and the employer. It was concluded that from a strictly monetary point of view, investment in work experience, rather than nonwork experience vocational programs, is not justified; however, many other measures indicate the program achieves other educational, developmental, and attitudinal objectives. Appendixes contain questionnaires and codes, wage regressions of current and former students, and regression and factor analyses tables. (TA)

ED 136 054 CE 010 273

Stevens, Joyce Freeman, Patricia

Development of a Health Occupations Continuing Education Center. Final Report.

Journal Cit—BBB07266BBB09463

Evansville School of Health Occupations, Ind.-Evansville-Vanderburgh School Corp., Ind.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; Indiana State Dept. of Public Instruction, Indianapolis. Div. of Vocational Education.

Pub Date—15 Sep 76

Note—164p.; For related documents see ED 123 497 and ED 124 740 ; Best copy available

EDRS Price MF-$0.83 HC-$8.69 Plus Postage.

Descriptors—Adult Education, *Continuing Education Centers, *Course Descriptions, *Curriculum Development, *Health Occupations Education, *Health Personnel, Paraprofessional Personnel, Post Secondary Education, Program Development, *School Community Relationship, Secondary Education, Vocational Education

Identifiers—Illinois, Illinois (Evansville)

Implementation and expansion of class offerings was the primary focus of the second year of a project (in Evansville, Indiana) to determine the feasibility of establishing a center for continuing education for vocational level health occupations workers within the department of vocational education of a metropolitan school corporation. (The first year activities primarily concerned identification of needs, establishment of tentative administrative guidelines, and initiation of one new program.) Developing program curriculum content and activities according to established guidelines and criteria for accredited continuing education offerings was also emphasized in the second year along with refinement of administrative guidelines and improved communications to and from teachers. Programs for offering were selected on the basis of need as indicated from a survey conducted the first year of the project. Since the second year involved implementation, no research was conducted. Program effectiveness was perceptually evaluated by participants, instructors, and advisory committee members. A total of 201 students were enrolled in nine class offerings and community acceptance was perceived as favorable. An increasing number of employers paid or at least reimbursed participants' tuition costs. This report includes brief statements about conclusions, recommendations, and evaluation plans. The appendixes, which cover the majority of the document, present course descriptions for the courses offered during the project's second year. (SH)

ED 136 055 CE 010 280

Harris-Bowlsbey, JoAnn

DISCOVER: A Computer-Based Career Guidance and Counselor-Administrative Support System. Final Report. July 1974-August 1975.

Journal Cit—BBB11095

Northern Illinois Univ., De Kalb.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Research and Demonstration.

Pub Date—75

Contract—OEG-0-74-1751

Note—142p.

EDRS Price MF-$0.83 HC-$7.35 Plus Postage.

Descriptors—Career Planning, *Computer Assisted Instruction, Computer Oriented Programs, Computer Programs, *Counselor Role, Elementary Secondary Education, Guidance Services, Instructional Systems, Learning Modules, *Occupational Guidance, Post Secondary Education, *Program Administration, Program Descriptions, *Program Development, Program Evaluation, *Vocational Development

Identifiers—DISCOVER

Based on the Computerized Vocational Information System (CVIS), Project DISCOVER was conceptualized in three parts: Guidance subsystem for direct use by individuals at three age levels (grades

4-6, grades 7-12, and adult) seeking career guidance; the counselor-support subsystem; and the administrator support subsystem. Guidance development and technical development were the two components of the project from July 1, 1974 to August 31, 1975. This report describes the project in two sections, according to its two components. Overall project objectives are contained in the first section (Guidance Development) along with a discussion of accomplishments, major activities and events, problems, and publicity activities. The second section (Technical Development) covers technical aspects of accomplishments, major activities and events, problems, publicity, dissemination, other activities, staff employment and utilization, and staff development. Modules which were developed and input into the computer system are described. Appendixes contain the following materials: Monthly progress reports, advisory board meeting minutes, guidelines for script preparation, field test site selection and evaluation plan, outline of inservice training program for counselors, contracts with publishers, plan for dissemination and maintenance of DISCOVER, budget, suggested division of funds, abstract and newsletter, DISCOVER system flowcharts, data base descriptions, administrative applications, and list of DISCOVER programming support functions. (TA)

ED 136 056 CE 010 300

Forsgren, Roderick A. Clark, David H.

The Impact of Technological Change upon the Instrument Technician in the Pulp and Paper Industry and Some Implications for Vocational Education.

Maine State Dept. of Educational and Cultural Services, Augusta. Vocational Education Research Coordinating Unit.

Pub Date—20 Sep 76

Note—52p.

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—*Educational Needs, Employment Qualifications, Employment Trends, *Instrumentation Technicians, Job Skills, Job Training, Manpower Needs, *Manufacturing Industry, *Paper (Material), Research, Technical Occupations, *Technological Advancement, *Vocational Education, Vocational Retraining

Implications for Maine's vocational technical institutes of changes in the pulp and paper industry are examined in this study designed to help vocational educators realize the importance of keeping current with the needs of employers in relevant labor markets. Information used was gathered from relevant literature and from indepth interviews with instrumentation supervisors in eight paper companies in Maine. Although emphasis is placed on the paper and pulp industry and the role of the instrument technician within this setting, this study also provides a general description and analysis of the difficulties involved in keeping an occupationally oriented education program up to date with the needs of major employers in the relevant labor markets. The following major topics are covered: Role and Impact of Maine's Paper Industry, Technological Change in the Pulp and Paper Industry, Employment Trends, Changing Role of the Instrument Technician, Current Methods of Skill Development, Career Opportunities in Instrumentation, Necessary Training and Background for Instrumentation, Summary and Conclusion of Results, A Conceptual Framework, and Recommendations for Vocational Education. The three appendixes include the study's methodology, the interview guide, and a sample course description for the first two years of a 4-year apprenticeship program in instrumentation. (SH)

ED 136 057 CE 010 301

Benedict, Paul L.

Preparation of Prospective Teachers for Career/-Vocational Education. 1975-76 Exemplary Project in Career/Vocational Education. Final Report.

Journal Cit—BBB09463ECC19070

Eastern Connecticut State Coll., Willimantic.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; Connecticut Vocational Education Research and Planning Unit, Hartford.

Pub Date—Aug 76

Note—22p.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—*Career Education, *Course Content, *Curriculum Development, Demonstration Projects, Educational Alternatives, Educational Objectives, Field Experience Programs, Higher Education, Learning Activities, Practicums, Preservice Education, Program Descriptions, *School Industry Relationship, *Student Development, Teacher Education, *Teacher Education Curriculum, Undergraduate Study, Vocational Education

Identifiers—Connecticut

The Eastern Connecticut State College Exemplary Project provided a program of professional study in career/vocational education for future teachers to infuse career education in their ongoing classroom experiences. The emphasis of the specific objectives was primarily on potential teacher outcomes such as awareness, understanding, and the ability to describe, identify, and design certain types of educational experiences focusing on the career needs of students and the infusion of career and vocational education within current classroom experiences. The program included both classroom and hands-on experiences in a variety of career/vocational areas. The teachers were able to take three courses in the following areas which constitute a minor in career/vocational education: Curriculum in career education, career education practicum, and internship in a local business, industry, or trade. Project evaluation and data results indicated that students enrolled in the program showed significantly greater knowledge about career education than potential teachers who followed traditional liberal arts teacher education programs. Recommendations were made in the curriculum, administration, and resource areas for program implementation. (TA)

ED 136 058 CE 010 311

Illinois Vocational Youth Organizations. Local Advisor's Handbook.

Journal Cit—BBB13249

Illinois State Coordinating Council for Vocational Youth Organizations, Springfield.

Spons Agency—Illinois State Office of Education, Springfield. Div. of Adult Vocational and Technical Education.

Note—66p.

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—Cocurricular Activities, Curriculum Development, *Group Activities, Group Membership, Guidelines, *Planning, Public Relations, Resource Guides, School Community Relationship, Secondary Education, Student Development, *Student Organizations, *Teacher Role, *Vocational Education, Youth Clubs, Youth Leaders, Youth Programs

Identifiers—*Illinois

Intended for vocational educators–new teachers, teachers returning to the profession, experienced classroom teachers, and cooperative work experience coordinators–this handbook is designed to show what the student can gain from the experience of membership in vocational youth organizations and give guidance to the teacher/advisor in chapter development and management. Six major sections are included: (1) Planning Chapter Activities to Be an Integral Part of the Curriculum (covers various information on organizing a student chapter, including the names and purposes of six national vocational student organizations and contacts for additional information about specific vocational youth organizations), (2) Being an Effective Advisor (includes information/guidelines on chapter classroom activities), (3) Promoting Membership, (4) Raising Funds for Chapter Activities, (5) Working with Public Relations, and (6) Using Community Resources Effectively. Fourteen charts are also included. (HD)

ED 136 059 CE 010 312

Holup, John, Ed.

Multi-Occupations Curriculum Guide.

Journal Cit—JAX33040

Idaho Univ., Moscow. Coll. of Education.

Spons Agency—Idaho State Board of Vocational Education, Boise.

Pub Date—Nov 76

Note—100p.

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors—Basic Skills, *Cooperative Education, Curriculum Guides, Employment Qualifications, High School Curriculum, *Individual Development, *Job Skills, Job Training, Senior High Schools, Skill Development, *Units of Study

Designed for a high school cooperative vocational education program that encompasses all of the areas of vocational education in Idaho (usually those programs in smaller schools where specialized cooperative programs are not offered), this curriculum guide is intended for teachers in a program to offer high school seniors the opportunity to develop the knowledges, skills, and attitudes necessary to enter into and advance in an occupation through a combination of classroom instruction and planned and supervised on-the-job training. Each of the eight units contains several subunits (a total of 34) consisting of objectives, suggested student activities, notes to the teacher, suggested evaluation, and list of published materials and other resources. The units are titled (1) Introduction to Multi-Occupations, (2) Pre-Employment Preparation, (3) Growing on the Job, (4) Career Investigation, (5) Basic Skills, (6) Business, (7) Personal Economics, and (8) Job Related Instruction. (HD)

ED 136 060 CE 010 364

Advancing Vocational Education Through Research and Development.

Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Research and Demonstration.

Pub Date—Nov 76

Note—210p.

EDRS Price MF-$0.83 HC-$11.37 Plus Postage.

Descriptors—Abstracts, Administrator Guides, Adult Education Programs, *Educational Legislation, Federal Aid, Federal Legislation, Guidelines, Legislation, Post Secondary Education, *Program Proposals, *Research Projects, Special Education, Special Programs, *Vocational Education

This report contains information about the legislative and regulatory framework for Section 131 (a) of part C of the U.S. Commissioner of Education's Vocational Education Research Programs; the planning and its procedures leading to the determination of the program priority areas for fiscal year 1976 and the transition quarter; the processes used to implement the award program for this fiscal year; the award outcomes in terms of an overview of the purposes and expected results of the funded projects; and abstracts of the individual projects. In addition, several special interest projects of national significance are listed both for fiscal year 1976 and the transition quarter. Synthesis papers and abstracts of funded projects in competitive grant competition are grouped under the areas of adult vocational education, postsecondary vocational education, individualization and modularization of instructional materials, and special needs popula-

tions. (HD)

ED 136 062 CE 010 380

Erisman, Kenneth E., Comp. Gerberich, Charles F., Comp.

Plumbing. Trade and Industrial Education Course of Study.

Journal Cit—BBB12921

Pennsylvania State Univ., University Park. Coll. of Education.

Spons Agency—Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational Education.

Pub Date—76

Note—473p.; For related documents see CE 010 380-382 and CE 007 942-944

EDRS Price MF-$0.83 HC-$24.77 Plus Postage.

Descriptors—Curriculum, Instructional Materials, *Job Skills, *Learning Activities, *Plumbing, Post Secondary Education, Secondary Education, Task Performance, *Trade and Industrial Education, Vocational Education

Intended to be used as a teaching and learning guide, the basic course of study presented in these materials is designed to provide the essentials of the plumbing trade, insuring that students who successfully complete the course will have sufficient competencies for initial employment and ample orientation for growth and development. The course of study is designed as a 3-year curriculum involving approximately 1,500 hours of class and laboratory instruction. The material has been arranged in major divisions of the trade: (1) Pipes and Fittings, (2) Valves, (3) Cold Water Supply, (4) Hot Water Supply, (5) Drainage Systems, and (6) Fixtures. Most of the course material consists of job sheets, which indicate to the student what to do in performing various jobs assigned, and skill competency sheets, which supplement job sheets and indicate to the student how to perform the manipulative handling of tools and materials that make up the doing part of the occupation. They are simply written and highly illustrated. A cumulative reuse of the skill competencies continues throughout the entire job sheet collection. The job sheets are arranged in an order that gradually exposes the skill competencies to insure the introduction of each operation or skill competency in a controlled manner. Included for use by the teacher are general course objectives, suggested teaching methods and vehicles of instruction, and a list of items to be developed by the local teacher. Sample information sheets, sample assignment sheets, and a bibliography are included. (HD)

ED 136 063 CE 010 381

Shaffer, Richard, Comp. Taylor, Wayne, Comp.

Metal Fabrication. Trade and Industrial Education Course of Study.

Journal Cit—BBB12921

Pennsylvania State Univ., University Park. Coll. of Education.

Spons Agency—Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational Education.

Pub Date—76

Note—362p.; For related documents see CE 010 380-382 and CE 007 942-944

EDRS Price MF-$0.83 HC-$19.41 Plus Postage.

Descriptors—Curriculum, Instructional Materials, *Job Skills, *Learning Activities, Metal Working Occupations, Post Secondary Education, Secondary Education, *Sheet Metal Work, Task Performance, *Trade and Industrial Education, Vocational Education

Intended to be used as a teaching and learning guide, the basic course of study presented in these materials is designed to provide the essentials of the metal fabrication trade, insuring that the students who successfully complete the course will have sufficient competencies for initial employment and ample orientation for growth and development. The course of study is designed as a 3-year curriculum involving approximately 1,500 hours of class and laboratory instruction. The material has been arranged in major divisions of the trade: (1) Pattern Drafting and Layout, (2) Fabrication, (3) Welding, and (4) Installation and Repair. The content of this course material consists of job sheets, which indicate to the student what to do in performing various job assignments, and skill competency sheets, which supplement job sheets and indicate to the student how to perform the manipulative handling of tools and materials that make up the doing part of the occupation. They are simply written and highly illustrated. A cumulative reuse of the skill competencies continues throughout the entire job sheet collection. The job sheets are arranged in an order that gradually exposes the skill competencies to insure the introduction of each operation or skill competency in a controlled manner. Included for use by the teacher are general course objectives, suggested teaching methods and vehicles of instruction, and a list of items to be developed by the local teacher. Sample information sheets, sample assignments sheets, and a bibliography are included. (HD)

ED 136 064 CE 010 382

Gomolak, John D., Comp. And Others

Electrical Occupations. Trade and Industrial Education Course of Study.

Journal Cit—BBB12921

Pennsylvania State Univ., University Park. Coll. of Education.

Spons Agency—Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational Education.

Pub Date—76

Note—512p.; For related documents see CE 010 380-382 and CE 007 942-944

EDRS Price MF-$1.00 HC-$27.45 Plus Postage.

Descriptors—Curriculum, *Electrical Occupations, Instructional Materials, *Job Skills, *Learning Activities, Post Secondary Education, Secondary Education, Task Performance, *Trade and Industrial Education, Vocational Education

Intended to be used as a teaching and learning guide, the basic course of study presented in these materials is designed to provide the essentials of the electrical occupations trade, insuring that the students who successfully complete the course will have sufficient competencies for initial employment and ample orientation for growth and development. The course of study is designed as a 3-year curriculum involving approximately 1,500 hours of class and laboratory instruction. The material has been arranged in major divisions of the trade: (1) Introduction, (2) Wiring Methods, (3) Motor Generators, (4) Motor Control, and (5) Electrical Maintenance. Most of the course material consists of job sheets, which indicate to the student what to do in performing various job assignments, and skill competency sheets, which supplement job sheets and indicate to the student how to perform the manipulative handling of tools and materials that make up the doing part of the occupation. They are simply written and highly illustrated. A cumulative reuse of the skill competencies continues throughout the entire job sheet collection. The job sheets are arranged in an order that gradually exposes the skill competencies to insure the introduction of each operation or skill competency in a controlled manner. Included for use by the teacher are general course objectives, suggested teaching methods and vehicles of instruction, and items for development by the local teacher. Sample information sheets, sample assignment sheets, and a bibliography are included. (HD)

ED 136 068 CE 010 395

Abstracts of Research and Development Projects in Career Education. Fiscal Year 1973 Program.

Pub Date—[75]

Note—195p.; Best copy available

EDRS Price MF-$0.83 HC-$10.03 Plus Postage.

Descriptors—Abstracts, *Career Education, Counseling Programs, *Educational Development, Educational Programs, *Educational Research, Elementary Secondary Education, *Federal Programs, Guidance Programs, Post Secondary Education, Program Descriptions, *Research Projects, School Districts, State Programs

Identifiers—United States

Research and development projects in career education funded under part C of Public Law 90-576 for fiscal year 1973 are abstracted in this document. For each State and United States territories, the following information is provided: State and project number; State-level project administrator (including address); amount of Federal funds provided under section 131(a), part C; duration; site information; and description of project or program. The 54 projects are listed alphabetically by State. (TA)

ED 136 070 CE 010 568

Erpelding, Lawrence H., Comp.

Proceedings of the Annual Central Region Research Conference in Agricultural Education (30th, Columbus, Ohio, August 3-5, 1976).

Ohio State Univ., Columbus. Dept. of Agricultural Education.

Pub Date—76

Note—163p.

EDRS Price MF-$0.83 HC-$8.69 Plus Postage.

Descriptors—*Agricultural Education, Conference Reports, Curriculum, Curriculum Research, *Educational Research, *Evaluation, Higher Education, Instructional Materials, Literature Reviews, Performance Based Education, Program Evaluation, *Research Methodology, *Research Needs, Speeches, Teacher Education, Vocational Agriculture Teachers

Thirteen papers constitute the major portion of the proceedings of a conference designed to review and analyze current research, to identify research priorities, and to provide a challenge for the continuing improvement of the planning, conduct, and implementation of research in agricultural education: (1) Research in Agricultural Education from a Different Perspective, (2) Professional Competencies of Vocational Agricultural Instructors: The State of the Art and the Science, (3) Attitude Development as a Part of Teacher Education Programs, (4) Identification of the Occupational Competencies Needed in the Area of Agri-Chemicals, (5) A Cost-Effectiveness Analysis of Selected Vocational Education Programs in Area Vocational Centers and Local Comprehensive High Schools, (6) Factors Related to the Success of New Mexico Vocational Agriculture Teachers as FFA Advisors, (7) The Effect of Instructional Materials on the Leadership and Character Development of Vocational High School Students in Indiana, (8) Improving Research in Departments of Agricultural Education, (9) Performance-Based Teacher Education, (10) The Development and Pilot Testing of Instruments and Procedures for Advisory Councils to Use in Evaluating Vocational Programs, (11) Curriculum Materials from National Defense Organizations, (12) Metric Education Instructional Materials for Vocational Agriculture, and (13) Problems of the Profession Needing Attention. Also included are a conference summary, program, minutes, and list of participants (graduate students, teacher educators, and State supervisors from 11 States). (HD)

ED 136 072 CE 010 575

Lewis, James P.

Summary, 1970-75 Follow-Up of Hearing Impaired Graduates in Pennsylvania.

Pennsylvania Research Coordinating Unit for Vocational Education, Harrisburg.

Pub Date—Dec 76

Note—26p.

Available from—Millersville State College, Vocational Education Information Network, Millersville, Pennsylvania 17551 (in microfiche form)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—*Aurally Handicapped, Clerical Occupations, *Educational Attitudes, Employer Attitudes, *High School Graduates, Parent Attitudes, *Program Effectiveness, Semiskilled Occupations, Service Occupations, State Surveys, *Vocational Education
Identifiers—*Pennsylvania

The major purpose of the survey was to follow up the employed hearing-impaired vocationally trained graduates (high school) in Pennsylvania from 1970-1975 to determine (1) their views toward educational and guidance programs, (2) their views regarding relatedness of jobs held to training, (3) employers' views toward the graduates, and (4) parents' views toward the graduates' educational programs. Six trained interviewers conducted interviews with graduates, their parents, and their employers. Seven basic instruments were also developed for the survey procedure. Some of the major conclusions were (1) the majority of graduates felt they had received enough information from available guidance services for selecting vocational programs, (2) many graduates responsed that they did not receive enough help from their school in finding a job, (3) about half the graduates reported their present job completely unrelated to their high school training, (4) in general, employers felt the graduates were adequately trained for entry level work skills and few needed job station changes for their handicap, and (5) many parents liked the educational programs but expressed the need for more language development, on-the-job training, educational counseling, followup services, practical living skills, and educational programs closer to home. This summary covers the study's objectives, procedures, results, conclusions, and recommendations with major emphasis on discussion of the results. Fourteen tables of statistical data supplement the text. (SH)

ED 136 073 CE 010 577

Teichler, Ulrich And Others
On the Changing Relationships Between the Educational and Occupational Systems: Conceptions and Recent Trends.
Max-Planck-Institut fuer Bildungsforschung, Berlin (West Germany).
Pub Date—Dec 76
Note—179p.; Paper presented to the International Labour Office, World Employment Programme (Berlin, December 1976)
EDRS Price MF-$0.83 HC-$10.03 Plus Postage.
Descriptors—Changing Attitudes, *Developed Nations, Education, *Educational Policy, *Educational Trends, *Employment Qualifications, Enrollment Trends, *Equal Education, Higher Education, International Education, Occupations, Open Enrollment, Post Secondary Education, Public Policy, Selection, Social Attitudes, Social Science Research, *Social Status, Speeches, Trend Analysis
Identifiers—Great Britain, Japan, United States, West Germany

An explanation of the change that has taken place in the aims and purposes of educational policy of industralized societies as the relationship between the education and the occupation systems has changed over the course of the transformation of elite education into a mass phenomenon is the objective of this paper. Analysis and discussion is based on the thesis that in the course of this transformation process social inequality has seen its legitimization challenged and that the demand that "overqualification" be avoided and the qualification processes be geared to the assumed requirements of the occupational system reflects the conscious or unconscious desire to give social inequality once again the legitimization that had been shaken by the expansion of higher education. A summary of the political debate on the expansion of education is followed by an assessment of the way changes in the relationship between the education and the occupation systems are received in the literature. Attention is given to the ideas that expansion leads to overqualification and that it promotes neither equality of opportunity nor any reduction in social inequality. Current developments are then examined as evidence of a fundamental change in the way qualification and status distribution interact. An additional chapter is devoted to an examination of current trends and tendencies in selection processes in education. The final chapter is a discussion of policy proposals that have been developed with the aim of coping with the problems that have arisen under the conditions now governing selection as a result of mass higher education. West German literature on the subject is given particular attention; developments in the U.S. and Japan are discussed; and material on England and a number of other European countries are employed as well. (JT)

ED 136 075 CE 010 580

Brief Highlights of Major Federal Laws and Order on Sex Discrimination in Employment.
Employment Standards Administration (DOL), Washington, D.C. Women's Bureau.
Pub Date—Feb 77
Note—7p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—*Civil Rights Legislation, *Equal Opportunities (Jobs), *Federal Legislation, *Labor Legislation, *Sex Discrimination
Identifiers—United States

The following laws and order are explained in this pamphlet: (1) Equal Pay Act of 1963 (concerns prohibiting employers from paying workers of one sex less than workers of the other sex for equal work on jobs that require equal skill, effort, and responsibility and that are performed under similar working conditions), (2) Title VII of the Civil Rights Act of 1964, as amended by the Equal Employment Opportunity Act of 1972 (concerns prohibiting discrimination based on sex, as well as on race, color, religion, and national origin, in hiring or firing; wages; fringe benefits; classifying, referring, assigning, or promoting; extending or assigning use of facilities; training, retraining, or apprenticeships; or any other terms, conditons, or priveleges of employment), (3) Executive Order 11246, as amended by Executive Order 11375 (concerns requiring Federal contracts to include language by which contractors pledge not to discriminate against any employee or applicant for employment because of sex, race, color, religion, or national origin), and (4) Title IX of the Education Amendments of 1972, as amended (concerns prohibiting discrimination on the basis of sex in educational programs or activities which receive Federal funds). (WL)

ED 136 076 CE 010 582

Mature Women Workers: A Profile.
Employment Standards Administration (DOL), Washington, D.C. Women's Bureau.
Pub Date—76
Note—16p.
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 029-016-00040-2, $0.35; $1.00 minimum charge per mail order)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—Age Groups, Comparative Analysis, Economic Status, *Educational Experience, Females, *Income, *Individual Characteristics, Labor Force, *Marital Status, Minority Groups, Occupations, Professional Occupations, Racial Differences, Statistical Data, Unemployed, *Work Experience, *Working Women
Identifiers—United States

Statistical data on working women in the United States from age 16 to 70 and over are analyzed for the 1974-75 period. It is noted that the labor force participation of women has risen dramatically since 1950, although the rate has stabilized somewhat since the late 1960's (which is in marked contrast to the rate of their male counterparts, which has persistently declined). Data presented covers the following areas: Labor force status, marital status, occupations, income, and unrelated women living alone. (SH)

ED 136 077 CE 010 809

O'Malley, Patrick M. And Others
Five Years Beyond High School: Causes and Consequences of Educational Attainment. Final Report.
Journal Cit—BBB06621
Michigan Univ., Ann Arbor. Survey Research Center.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—Apr 77
Contract—NE-G-00-3-0198
Note—624p.; Appendix G, computer printout, will be marginally legible BN-BR-3-0898
EDRS Price MF-$1.16 HC-$32.81 Plus Postage.
Descriptors—Affective Behavior, Attitudes, College Graduates, Comparative Analysis, Delinquency, *Dropouts, Drug Abuse, *Educational Experience, Educational Research, Employment Opportunities, Family Background, *Graduates, Graduate Surveys, Higher Education, High School Graduates, *Individual Characteristics, Job Satisfaction, Longitudinal Studies, *Males, National Surveys, *Occupational Aspiration, Political Attitudes, Post Secondary Education, Questionnaires, Secondary Education, Self Concept, Social Attitudes, Socioeconomic Influences, Unemployed, Work Attitudes, Work Experience
Identifiers—United States

The Youth in Transition project, a longitudinal study (which began in 1966) of a national sample of young men is described in this report. (Major objectives of the project were (1) to explore the effects of dropping out of high school, (2) to assess the degree to which educational and occupational attainments are predictable from tenth grade measures, (3) to determine the role of educational attainment in occupational attainment, as compared with the role of family background and intellectual ability, and (4) to determine the impacts of various post-high school environments and experiences on values, attitudes, and behaviors.) The results from the fifth and final data collection process and a brief overview of the results of the previous four studies are presented in the introductory chapter. In chapter 2, educational attainment is treated as an outcome variable; also an extensive set of tenth grade measures is examined and the relationships of these measures with later educational attainment are analyzed. Chapters 3 and 4 focus on occupational attainments as outcome measures, with chapter 4 covering the job satisfaction aspect. In chapters 5 through 9, the changes that have occurred between 1966 and 1974 in motives, affective states, values, attitudes, aspirations, and behaviors are examined. The findings of the complete study are summarized in chapter 10. The appendixes contain a glossary providing a brief definition of each variable; various information on sampling and statistics; panel biases; population dropout rate; tabular data for figures; stability coefficients; a matrix on intercorrelations among measures; the 1974 questionnaire; and references. (TA)

ED 137 496 CE 009 415

Bice, Juanita W.
A State Inservice Training Model for Local Directors of Vocational Education.
Journal Cit—BBB09463
Tennessee Univ., Knoxville. Dept. of Vocational-Technical Education.
Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Pub Date—Dec 76
Contract—G00-75-0047
Note—93p.

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors—Administrator Education, Demonstration Projects, Educational Research, *Inservice Education, Job Skills, Models, Post Secondary Education, *Professional Training, Program Development, Secondary Education, *Skill Development, Staff Improvement, *Statewide Planning, *Vocational Directors, *Vocational Education, Workshops
Identifiers—*Tennessee

To meet the needs of the State of Tennessee and the people involved in the administration of local vocational programs, an inservice training program for local vocational administrators was developed. The basic approach to the project centered on the extern concept. Major components of the program included a summer conference, regional and statewide group meetings, individual instruction and assistance, and evaluation. Inservice participants were 15 potential directors or present directors of vocational programs who had been in the position for less than three years. Members (15) of the control group were selected from the statewide group of local directors of vocational education who had three or more years of experience in the position. Pre- and posttest instruments were used to measure changes in the 15 experimental group participants and 15 members of the control group. To assess the impact of the training program the Nonequivalent Control Group Design was used. The results indicated there were significant differences in gain scores in which the experimental group was higher. Nearly all of the participants' individual objectives which they identified in the summer workshop were completed during the program. The conclusions indicated that (1) competencies of participants were measurable and did improve for the experimental group, (2) it is possible for participants to identify their own competency needs and use them to formulate a professional development strategy to develop effective local administrators, and (3) the organized, planned extern program is a valuable activity for the new and emerging administrator. (Author/HD)

ED 137 497 CE 009 447

Performance Based Instruction Curriculum Development in Vocational Education. The State-of-the-Art.
Journal Cit—RMQ66000
Alabama State Dept. of Education, Montgomery. Div. of Vocational Education and Community Colleges.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—Jun 75
Note—75p.; For a related document see CE 009 448
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors—Career Education, *Concept Formation, *Curriculum Development, Educational Accountability, *Educational Planning, Educational Research, Elementary Secondary Education, National Programs, Networks, *Performance Based Education, Post Secondary Education, Research Projects, State of the Art Reviews, *Technical Education, *Vocational Education
Identifiers—*Alabama, Michigan, United States

This review, based on a variety of information sources, discusses vocational education under the following major headings: Forces Contributing to Curriculum Change in Vocational Education (summarizes four of the major elements which seem to be contributing to rapid change in vocational education–knowledge explosion, rise of technology, change in the structure of thinking induced by cybernetics, and rise of the concept of accountability–and describes some major research efforts in developing curricula to cope with change); The Concept of Curriculum Responds to Change (discusses the variety of meanings for the term "curriculum" and factors contributing to the alteration of curriculum theory); The Development of Performance/Competency Based Education; Performance Based Education in Alabama; Related Research Assisting Performance Based Teacher Education Development in Alabama; Performance Based Certification for Educational Personnel Research Projects in Curriculum Development in Vocational Education (describes the Vocational-Technical Education Consortium of States (V-TECS) and Developing Educational Learning through Task Analysis (DELTA), and their activities); The Development of the National Network for Curriculum Coordination in Vocational-Technical Education; Career Education and Curriculum Development; Educational Planning–The 1202 Commission (discusses the activities and duties of this Alabama commission, established as a result of Congress request that a State commission be formed to administer the various provisions of P.L. 92-318, title XII, section 1202, Education Amendments of 1972); Placement for Accountability; Accountability; Accountability–An Examination of One Plan (examines Michigan's Accountability Model); Curricula in Vocational Education–Alabama State Department of Education; and Implications of the State-of-the-Art. (SH)

ED 137 498 CE 009 448

Performance Based Instruction. The Development of Research Based Teacher-Learning Activities Systems for Vocational Education in the State of Alabama.
Journal Cit—RMQ66000
Alabama State Dept. of Education, Montgomery. Div. of Vocational Education.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—Mar 76
Note—39p.; For a related document see CE 009 447
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—Delivery Systems, Educational Research, Higher Education, Information Systems, Inservice Teaching, *Instructional Systems, Management by Objectives, *Performance Based Teacher Education, Personnel Needs, Post Secondary Education, Professional Continuing Education, *Professional Personnel, Program Design, *Program Development, Research Skills, *Skill Development, Staff Improvement, Student Centered Curriculum, Student Needs, Teacher Educators, Teaching Skills, Vocational Development, Vocational Directors, *Vocational Education
Identifiers—*Alabama

A description of the basic elements of a research based instructional system for educational personnel development for vocational programs is presented in this report. This description indicates how the system derives inservice competencies for teachers from pupil performance and eventually results in institutionalized change in preservice teacher education programs. The seven basic elements (all based on research studies) from which the instructional system was derived are described in separate sections: Performance Catalogs from V-TECS/DELTA (Vocational-Technical Education Consortium of States/Designing Educational Learning from Task Analysis); Relating the Pupil to the Curriculum; Analysis of Teaching-Learning Activities Systems; The Instructional Supervision Training Program; Management by Objectives; Management Information Systems; And Teacher Education Modules. The last two sections of this report are a discussion of the systemic design for uniting the research based elements and of progress in the development of the delivery system for performance based instruction. Although the document reflects Alabama's educational concerns, procedures and activities are applicable to other State educational settings. (SH)

ED 137 499 CE 009 449

Designing Educational Learning from Task Analysis.
Journal Cit—BBB01855
Alabama Research Coordinating Unit for Vocational and Technical Education, Montgomery.Alabama State Dept. of Education, Montgomery. Div. of Vocational Education.
Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.
Pub Date—30 Jul 76
Note—52p.
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors—Behavioral Objectives, Criterion Referenced Tests, *Curriculum Design, Curriculum Development, Individualized Instruction, Inservice Education, Instructional Materials, Job Analysis, Job Skills, *Material Development, *Performance Based Education, Performance Criteria, Performance Specifications, *Task Analysis, Vocational Education

A project designed to develop valid performance based curriculum materials for selected occupational programs had the following objectives: (1) To identify a common core of basic skills for seven occupational cluster areas; (2) to prepare catalogs of performance objectives and criterion referenced measures for seven occupational cluster areas: (3) to field test the catalogs on incumbent workers in the occupational areas; (4) to conduct inservice education for curriculum developers on the utilization of performance objectives catalogs; (5) to utilize the performance objectives catalogs in designing curricular materials; and (6) to disseminate the catalogs to other States for utilization in curriculum development. The project used an adaptation of the Air Force system for task analysis and performance objectives development to design the catalogs and then translate them into curricula materials. Catalogs developed addressed the following occupations: Alterationist, auto parts clerk, bookkeeping/accounting/payroll clerk, cosmetology, licensed practical nursing, masonry, and nursery production. One result of the project was a model for an integrated approach to criterion-referenced curriculum development involving a process for literature review, task analysis of incumbent workers, performance objectives development, and curriculum field testing. The following products also resulted from the projects: (1) A state-of-the-art study of the curriculum development related to each occupation selected; (2) a list of occupational tasks required for each occupation selected; (3) a catalog of performance objectives, criterion-referenced measures and performance guides for each occupation, and (4) a variety of curriculum materials for each occupation studied. (LAS)

ED 137 500 CE 009 796

Michigan Consumer Education Center. Summary Report and Evaluation. January 1973-June 1976.
Journal Cit—BBB00223
Eastern Michigan Univ., Ypsilanti. Consumer Education Center.
Spons Agency—Michigan State Dept. of Education, Lansing.
Pub Date—Jun 76
Note—51p.
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors—*Consumer Education, Educational Needs, Higher Education, *Instructional Materials Centers, Program Descriptions, *Program Development, *Program Effectiveness, Program Evaluation, Resource Centers, School Community Relationship, Secondary Education, Statewide Planning, Workshops
Identifiers—Eastern Michigan University, *Michigan

Questionnaires were sent to 307 persons, with 135 responses returned (40%), to determine who had used the Michigan Consumer Education Center services and to determine attitudes toward Center ser-

vices. Five categories of persons were contacted: Those local representatives who had coordinated inservice training sessions provided by the Center; 1973 and 1974 graduate summer workshop participants; a random sample of Annual Michigan Consumer Education Conference attendees; a random sample of persons using the Center's library loan services; and a random sample of those who actually visited the Center or utilized its consultant and advisory services in some way. Findings/conclusions showed that (1) of all respondents in all categories, over 80% of them had taught a consumer education course or unit within the last three years (reinforcing the current assumption that teachers actively involved in classroom settings provide the core of the Center's clientele, and that programs must continue to be planned primarily to meet the practical needs of teachers), (2) from the survey response, support for the Center by the users of its services is very strong, (3) programs and materials of the Center have received wide acceptance by those who have worked with them, and (4) the main burden for the improvement of consumer education throughout the State really depends on those who directly implement programs at the local level. This evaluation report includes a definition and scope of consumer education; the history, goals, and services of the Michigan Consumer Education Center; its objectives and accomplishments for the 1975-76 period; and its future directions. (SH)

ED 137 503 CE 009 844

Last Hired, First Fired: Layoffs and Civil Rights. A Report of the United States Commission on Civil Rights.

Commission on Civil Rights, Washington, D.C.
Pub Date—Feb 77
Note—98p.
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors—Administrative Agencies, Affirmative Action, Agency Role, Business Cycles, Civil Rights Legislation, Court Litigation, Economic Climate, Economic Factors, Employers, Employment Statistics, *Equal Opportunities (Jobs), Federal Government, *Females, Guidelines, *Job Layoff, Legal Responsibility, *Minority Groups, *Personnel Policy
Identifiers—*Seniority (Jobs)

The effects of the 1974-75 economic recession on the effort to ensure equal employment opportunity for the Nation's minority groups and women are examined in the first section of this report, which documents the layoff of disproportionately large numbers of minority and female workers during the recession, generally resulting from the fact that many were only recently hired and thus had earned little seniority. It is concluded that the recession seriously eroded affirmative action gains of recent years, frustrating the intent of Title VII of the Civil Rights Act of 1964, Executive Order 11246, as amended, and other programs enacted to help minority and female workers narrow the historic economic gap between them and white male workers. The likelihood of continuing high unemployment and future economic slowdowns, which threaten not only vulnerable minority and women workers with low seniority, but many white males, particularly youths, as well, is analyzed. The social costs of such unemployment, particularly that involving job losers and discouraged workers are described. Two sections of the report discuss layoffs and seniority and review the legality of layoffs by seniority when disproportionate numbers of minorities or women are affected. Alternatives to layoffs are explored in the fourth section, some of them already widely practiced in Western Europe and by some industries in the U.S. (e.g., reduction of hours, early retirement, rotation of layoffs, cuts in cost other than wages). In the concluding section suggestions are made for explicit Federal guidelines by the Equal Employment Opportunity Commission with regard to the "last hired, first fired" conflict based on the principle that all seniority-based layoff policies should be invalid as they apply to any work force that does not mirror the relevant labor market and the composition of which cannot be explained successfully by the employer. (JT)

ED 137 505 CE 009 927

Lee, Arthur M.

Learning a Living across the Nation. Volume V. Project Baseline. Fifth National Report. Baseline Year: 1974-75 (Fiscal Year 1975). Part 1: Narrative Report.

Journal Cit—BBB03062RMQ66000
Northern Arizona Univ., Flagstaff. Project Baseline.
Spons Agency—National Advisory Council on Vocational Education, Washington, D.C.; Office of Education (DHEW), Washington, D.C.
Pub Date—Nov 76
Contract—OEC-0-72-0414
Note—188p.; For a related document see CE 010 512
Available from—Project Baseline, 6502 N. 35th Avenue, Phoenix, Arizona 85017
EDRS Price MF-$0.83 HC-$10.03 Plus Postage.
Descriptors—Adult Education, Annual Reports, Cooperative Programs, *Data Analysis, Data Collection, Disadvantaged Youth, *Educational Assessment, *Educational Finance, *Educational Legislation, Educational Needs, Enrollment, *Enrollment Trends, Expenditures, Females, Handicapped Students, Minority Groups, Personnel Needs, Post Secondary Education, Secondary Education, Special Programs, Statistical Data, Student Characteristics, Tables (Data), *Vocational Education, Work Study Programs
Identifiers—Education Amendments 1976 Title II, *Project Baseline, United States

This is the first part of a two-part fifth volume in a series of annual reports on the status of vocational education in the United States. It primarily reports the developments that have taken place each year in the numbers and characteristics of students enrolled, programs, costs, and results. (The entire study, initiated by Congress in 1971, is known as Project Baseline.) Chapter I is a brief overall summary of the past five years, and chapter II is a summary of the statistical tables in Part 2 (a separate document) of this report as well as previous years. Information covers enrollment (expansion in 1974-75, growth among the States, occupational areas, co-op, youth organizations, percent of secondary students, analysis of data on women, disadvantaged and handicapped, and ethnic minorities), expenditures, completions and placements, instructional personnel, and manpower training under CETA. Chapter III discusses title II of the Education Amendments of 1976 (Vocational Education Act) and examines some serious data problems. Chapter IV discusses information on vocational education that has not been covered by previous and present statistical summaries i.e., impact of Federal legislation, strengths and weaknesses of vocational education today, student benefits, duplication between manpower training and vocational education. The financing of continued expansion of vocational education in the face of dwindling tax resources is discussed in Chapter V. Chapter VI is largely a discussion of Project Baseline's role in the five years of its existence and what its role may be in the future. Appendixes include the text title II of the Education Amendments of 1976 and other data related to the Baseline project. (SH)

ED 137 506 CE 009 929

Smith, James P.

A Critique of Tax Based Cost/Benefit Ratios. The Rand Paper Series.

Journal Cit—FGK21436
Rand Corp., Santa Monica, Calif.
Spons Agency—Department of Labor, Washington, D.C.
Report No.—P-5573
Pub Date—Dec 75
Note—26p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—*Cost Effectiveness, *Educational Programs, Job Training, Labor Economics, *Manpower Needs, Mathematical Concepts, Program Costs, *Tax Allocation, Tax Rates, Tax Support

This paper examines the theoretical difficulties inherent in basing social investment decisions solely on considerations involving the additional tax payments and tax receipts the investment generates. Although the conceptual issues raised are quite general and could be applied to a wide variety of government financed investments, emphasis is on application to manpower training programs. Following the introductory section, major topics discussed are Some Elementary Concepts in Public Project Analysis (a review), The Case of Manpower Training, and An Assessment of Tax Based Ratios. It is concluded that the use of any tax based cost/benefit ratio is conceptually invalid in that these ratios do not serve as adequate proxies for the net increase in socially useful output received through manpower training programs and they discriminate quite arbitrarily among people based on personal characteristics and other factors that have little relation to the question of economic efficiency. (HD)

ED 137 507 CE 009 932

Mezirow, Jack And Others

Innovation Dissemination for the Education of Adults (IDEA). Lessons from a Demonstration Project. 9/1/73 - 9/1/75.

Journal Cit—RMQ66000
Columbia Univ., New York, N.Y. Center for Adult Education.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—75
Note—50p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—*Adult Education, Demonstration Projects, *Educational Innovation, *Information Dissemination, *Information Networks, National Programs, *Program Development, Program Planning, Regional Planning, Resource Materials
Identifiers—Iowa, Kansas, Missouri, Nebraska, New Jersey, New York

Project IDEA (Innovation Dissemination for the Education of Adults), a 2-year experimental program in the utilization of innovation, was designed to demonstrate the feasibility of a comprehensive strategy for disseminating and facilitating the utilization of selected program innovations in adult education. Implementation of this strategy involved two interrelated activities–an interregional demonstration and the establishment of a national dissemination network. Five intervention strategies (which are described separately in this report) were used in conducting the demonstration activities in the States of New York and New Jersey (Region II) and Kansas, Iowa, Missouri, and Nebraska (Region VII). These activities involved the selection of Program Innovation Centers (PIC's) and other dissemination methods for identifying improved program practices and products produced locally and for providing intensive technical assistance to interested programs in adapting and using practices and products. The project's second set of activities, involving the national dissemination network, identified, reviewed, and disseminated improved practices, products, and systems and was responsible for three publications: "IDEA Review," a quarterly inventory of innovation; "IDEA Bulletins," brief brochure descriptions of selected and recommended innovations; and "IDEA Report," a prototype of a more detailed analysis of a particular innovation or a replication manual. This report of project efforts includes a discussion of eight conclusions/findings (presented as "lessons learned") relating to the dissemination of practices and products for improved adult education programs, and recommendations for a national clearinghouse on adult education and for the role of State departments of education in dissemination activities. The

appendixes provide examples of the project's three network publications. (SH)

ED 137 508 CE 010 007

Koble, Daniel E., Jr., Comp. Newton, Mark, Comp.

Developing the Leadership Potential of Urban Vocational Education Administrators. National Leadership Seminar for Administrators of Vocational Education in Large Cities (Columbus, Ohio, March 28-31, 1976). Leadership Training Series No. 48.

Journal Cit—BBB14414

Ohio State Univ., Columbus. Center for Vocational Education.

Spons Agency—Office of Education (DHEW), Chicago, Ill. Regional Office 5.

Pub Date—Apr 76

Note—185p.

EDRS Price MF-$0.83 HC-$10.03 Plus Postage.

Descriptors—Administrative Policy, Administrator Education, *Administrator Role, Curriculum Development, *Educational Administration, Educational Assessment, Educational Development, Educational Improvement, Educational Planning, Personnel Management, School Administration, Urban Education, *Urban Schools, *Vocational Directors, *Vocational Education

Identifiers—United States

This compilation from a seminar to provide inservice education for large city directors of vocational education across the Nation contains the 21 position papers, working synthesis reports, and position statements presented in the following topic areas: (1) Vocational Education in the Large Cities: The Context; (2) The Role of the City Director in Curriculum Development; (3) The Role of the City Director in Instructional Improvement; (4) The Role of the City Director in Personnel Development for Leadership; (5) The Role of the City Director in Influencing Policies, Decisions, and Top Management; and (6) A Relevant Potpourri (presentations on partners in vocational education, emergency disaster plans for vocational schools, and guidelines for selecting and utilizing the services of outside consultants). The report includes an executive summary of substantive content, the seminar agenda, and names and addresses of participants. (LAS)

ED 137 509 CE 010 021

Peace Corps Training Guidelines: The Program and Training Loop and a Systematic Approach to Training.

Peace Corps, Washington, D.C.

Pub Date—73

Note—162p.; Not available in hard copy due to marginal reproducibility of the original document ; Reprinted from Peace Corps Training Guidelines, 1973 for NANEAP Programmers and Trainers

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Adult Education, Behavioral Objectives, Evaluation, *Guidelines, *Job Analysis, Learning Activities, *Program Development, Programing, *Systems Approach, Task Analysis, *Training, Voluntary Agencies, Volunteer Training

Identifiers—*Peace Corps, United States

Based on the assumption that the steps involved in the total Peace Corps program-training process as well as the interrelationship of programing and training are essential to a trainer's ability to design, implement, and evaluate good training, the 11 steps of the program-training-evaluation process are described here with illustrative diagrams and examples. Content is divided into eight chapters: (1) Training and Programing; (2) Integration of Program-Training Process; (3) A Systematic Approach to Training; (4) Task Analysis: Preparing a Task Analysis (Sample Job Description, Sample Task Analysis); (5) Training Objectives: How the Use of Behavioral Objectives Can Help the Peace Corps Trainer, and The Domains of the Taxonomy of Educational Objectives (The Cognitive Domain, The Affective Domain); (6) Pre-Evaluation; (7) Learning Activities: The Five Teaching Learning Principles (Perceived Purpose, Appropriate Practice, Knowledge of Results, Graduated Sequence, and Individual Differentiation); and (8) Post Training Evaluation: Conducting a Post Evaluation and Training Evaluation Introduction. (HD)

ED 137 510 CE 010 048

Peterson, Marla And Others

Programmatic Approach to Guidance Excellence. PAGE 2. Final Report.

Journal Cit—BBB09463

Eastern Illinois Univ., Charleston. Center for Educational Studies.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date—77

Note—132p.

EDRS Price MF-$0.83 HC-$7.35 Plus Postage.

Descriptors—*Career Education, Elementary Secondary Education, Guidance Objectives, Guidance Personnel, Guidance Programs, *Inservice Teacher Education, Job Placement, Learning Modules, *Material Development, Occupational Guidance, Program Descriptions, Program Design, *Program Effectiveness, Program Evaluation, *Program Planning, Resource Materials, *School Districts, School Personnel, Staff Improvement, Workshops

Identifiers—Illinois

The Programmatic Approach to Guidance Excellence (PAGE 2) Project produced staff development materials for the career guidance components of program planning, curriculum-based guidance, and job placement. These materials make up the PAGE 2 Instructional Resource Package, intended to be used as a planning program for a comprehensive career guidance program for a local school district, and to provide inservice training materials that will enable career guidance personnel and others to assess individual and institutional needs, determine goals, state objectives, decide on appropriate activities, and devise appropriate evaluation procedures when planning and implementing career guidance programs. The project consisted of four phases: Search, materials development, field testing, and dissemination. The major finding from field testing was that the PAGE 2 materials had facilitated local education agency personnel in determining goals, assessing needs, establishing priorities, and designing a plan for implementing a comprehensive career guidance program. This final report includes a sample lesson (Establishing Goals for a Comprehensive Career Guidance System) from one of the modules to illustrate the style and content of the materials developed. Field testing, workshops, and dissemination activities are described in detail. Appendixes contain materials used in the project, including the career guidance facilitator's handbook contents page, national dissemination seminar evaluation report, and field test data workshop observation sheets. (TA)

ED 137 511 CE 010 060

Self, Samuel L.

Community College Technical Mathematics Project. Final Report.

Journal Cit—RMQ66000

Texas A and M Univ., College Station. Coll. of Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—Dec 75

Contract—OEG-0-74-1706

Note—330p.

EDRS Price MF-$0.83 HC-$18.07 Plus Postage.

Descriptors—Autoinstructional Aids, Auto Mechanics (Occupation), *Curriculum Development, Curriculum Guides, Drafting, Educational Research, Electronic Technicians, Individualized Instruction, Instructional Materials, *Job Skills, Junior Colleges, Machine Repairmen, *Mathematical Concepts, *Mathematics Curriculum, Mathematics Materials, Post Secondary Education, Printing, Radio Technology, Refrigeration Mechanics, Research Projects, Skill Development, Technical Education, Television Repairmen, Vocational Education, Welding

The purpose of the research project was to develop an applied or technical mathematics curriculum which would meet the needs of vocational-technical students at the community college level. The research project was divided into three distinct phases: Identifying the mathematical concepts requisite for job-entry competencies in each of the occupational areas, arranging these mathematical competencies into a structure of sequential units, and developing curriculum materials for each of these units. Staff members from 10 community colleges in Texas participated in the survey to help determine and validate job competencies for the occupational areas of diesel mechanics, auto mechanics, radio/TV repair, air conditioning, welding, machine shop, printing, drafting, and electronics. The specific project results included (1) a list of mathematical concepts requisite for entry-level competencies in each of the selected occupational areas, (2) a set of structured, sequential technical mathematics units designed to meet the needs of vocational-technical students in the selected occupational areas, (3) curriculum guides for each of the technical mathematics units, (4) self-instructional learning packets for each of the technical mathematics units, and (5) performance-based pre- and posttests for each of the technical mathematics units. This final report consists of four major components: Narrative report; the taxonomy (composite and individual) of competencies (appendix C); five exemplary minimodules (appendix D); and curriculum guides for each of the major divisions of competencies identified in the taxonomy (appendix E). Appendixes C and D constitute most of the document. (HD)

ED 137 512 CE 010 062

Charters, Margaret And Others

Empirical Determination of Effectiveness of a Competency Based Program in Distributive Education. Final Report.

Journal Cit—RMQ66000

Syracuse Univ., N.Y. Coll. for Human Development.Syracuse Univ., N.Y. School of Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—Mar 76

Contract—OEG-0-74-1672

Note—323p.; Several pages of the appendixes may not reproduce well due to small, faint type

EDRS Price MF-$0.83 HC-$16.73 Plus Postage.

Descriptors—*Academic Achievement, Comparative Analysis, *Curriculum Development, *Distributive Education, Educational Research, Higher Education, Individualized Instruction, Merchandising, *Performance Based Education, *Preservice Education, Program Development, *Program Effectiveness, Program Evaluation, Retailing, Teacher Education Curriculum, Vocational Education, Work Experience Programs

Identifiers—New York, New York (Syracuse)

The primary objective of the Syracuse project was to make an empirical determination of the effectiveness of a competency-based (CB) distributive education program by comparing student achievement in three of its major components with similar traditionally organized courses at Syracuse, Buffalo, and Baruch. The three components were retailing, merchandising, and occupational work experience. In order to make the comparison, the three components were translated to a competency based format and implemented into the existing teacher preparation program. It was hypothesized that competency basing by the Houston "program translation" method would make possible implementation of the CB components in the limited time frame permitted

by the project. This proved to be the case. The competencies developed were validated locally and statewide by a group of reactors including distributive education teachers, public school administrators, businessmen, and students. National validity was added by a comparison of the competencies with the technical objectives of the Lucy Crawford research study (1968). The competency based format was implemented in retailing in fall 1974 (N=67), in merchandising in spring 1975 (N=56), and in occupational work experience in fall 1975 (N=18). The project is developed and reported in a manner which provides a usable case history of the development and implementation of a CB program as well as an empirical comparison of student achievement in CB and nonCB programs. The study is also unique in that the components studied, while part of a teacher preparation program are in a content area rather than a professional education area. (Author/HD)

ED 137 513 CE 010 063

Korb, A. W.

A Performance-Based Education Program in Vocational-Technical Teacher Education and 2-Year Vocational-Technical Associate Degree Programs. Final Report.

Journal Cit—RMQ66000

Northern Montana Coll., Havre.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—Jul 75

Contract—OEG-0-74-7514

Note—94p.; Program developed by Vocational-Technical Division of Northern Montana College

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors—Associate Degrees, *College Curriculum, College Students, Course Evaluation, Courses, *Curriculum Development, Departments, Graduate Surveys, Higher Education, Junior Colleges, *Performance Based Education, Performance Based Teacher Education, Program Development, Questionnaires, Student Attitudes, *Teacher Education, *Technical Education, Vocational Education, Vocational Education Teachers

Identifiers—*Northern Montana College

In addition to the goal of totally acquainting faculty members with the concept of performance-based education, the 1-year project at Northern Montana College had four major objectives: (1) Identify colleges, universities, technical institutes, and area vocational schools throughout the Nation which are currently conducting performance-based programs in vocational-technical teacher education and 2-year vocational-technical programs, (2) identify performance goals and delivery systems for each department within the vocational-technical division, (3) translate existing courses into performance-based criteria and implement them into the teaching schedule for field testing, (4) and begin implementation of a feedback system which is essential to the process of evaluating and refining the performance goals and delivery systems adopted. Faculty were scheduled for meetings with the project staff to establish specific timelines for the development of existing courses and/or programs. Courses were identified for translation to a performance/competency approach via identification of performance goals, and in a number of cases modules were developed with explicit delineation of behavioral objectives and alternative learning activities. To obtain feedback concerning areas to be developed the staff conducted a survey of 507 graduates representing all program areas offered in the division. Responses enabled the staff to focus on specific courses to be adapted to the new mode; responses also guided development of delivery systems. For courses implementing performance based education during the project year, the staff designed and administered opinionnaires to obtain evaluative data regarding the courses. Conclusions and recommendations are included in the report. Copies of the graduate questionnaire and student opinionnaire are appended along with opinionnaire results for three courses: Auto Engines, Shop Maintenance, and the Nursing Program. (JT)

ED 137 514 CE 010 111

Comprehensive Illinois Occupational Education. Demonstration Center. Site B. Kindergarten-Grade 14. Final Report.

Journal Cit—BBB09463BBB13426

Cumberland Unit School District 77, Toledo, Ill.; Lake Land Coll., Mattoon, Ill.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; Illinois State Board of Vocational Education and Rehabilitation, Springfield. Research and Development Unit.

Pub Date—1 Jul 76

Contract—RDD-DC-B33

Note—461p.; For related documents see CE 010 108, CE 010 111, ED 122 144, and ED 126 297. Not available in hard copy due to marginal print quality of original

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Career Education, Career Exploration, Conferences, *Demonstration Centers, Demonstration Projects, Educational Programs, Elementary Secondary Education, *Information Dissemination, Occupational Information, Postsecondary Education, Program Administration, *Program Development, Resource Centers, Resource Materials, Skill Development, Student Development, Vocational Education

Identifiers—*Illinois, Illinois (Toledo)

The CIOEDC (Comprehensive Illinois Occupational Education Demonstration Center) project, Site B, in Toledo, Illinois (from February 15, 1976 to June 30, 1976) was conducted in three phases–planning, implementation, and demonstration. Specific objectives for this site were to (1) supplement present programs of career awareness and exploration through implementation of newly developed activities in these areas, (2) provide students with an opportunity to enter the world of work with a saleable skill and further their training upon completion of a vocational program, (3) plan the demonstration of vocational education programs and activities, (4) evaluate the effectiveness and significance of vocational education programs and their relevance to the world today, (5) disseminate information regarding the implementation of occupational education activities in a rural setting, and (6) demonstrate occupational education programs during four conferences conducted on site. The following activities were implemented to accomplish these objectives: OCCUPAC (Occupational Information Learning Package), ABLE Model Program, Vocational Information Project, WECEP (Work Experience and Career Exploration Program), SIVE (System for Individualizing Vocational Instruction), CVIS (Computerized Vocational Information System), Consumer and Homemaking Education, IOCP (Illinois Occupational Curriculum Project), a system for followup of vocational education graduates, three phase system for evaluation, and CERL (Career Education Resource Laboratory). In this report, each of the three phases of the project are described along with results and accomplishments. Appendixes make up two thirds of the document and contain the following materials: CIOEDC dissemination and conference data, K-8 instructional program, 9-12 instructional programs, samples of instructional units, program management tools and objectives, occupational education resources, publicity items. (TA)

ED 137 515 CE 010 127

Burger, Laura And Others

Competency-Based Route to Vertical Curriculum Articulation.

Minnesota Research Coordinating Unit for Vocational Education, Minneapolis.

Pub Date—75

Note—19p.

Available from—Curriculum Articulation Project, 145 Peik Hall, University of Minnesota, Minneapolis, Minnesota 55455

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—*Articulation (Program), College Curriculum, Definitions, High School Curriculum, Individualized Instruction, *Performance Based Education, Post Secondary Education, Secondary Education, State Programs, Technical Education, *Vocational Education

Identifiers—Minnesota

What competency-based instruction is and how it can help improve vertical articulation between the curriculum of secondary and postsecondary vocational-technical education programs in Minnesota is the focus of this booklet. Explanation consists of responses to the following questions: (1) What is vertical curriculum articulation? (2) What is competency-based instruction? (3) How does a vocational program become competency-based? (4) How can competency-based instruction help the student? (5) What are the advantages of competency-based instruction? (6) How can competency-based instruction improve the total instructional program? (7) How can competency-based instruction be implemented? (8) What is personalized instruction? and (9) How can vertical curriculum articulation be achieved? Principles are illustrated with reference to a program to train flight attendants. (JT)

ED 137 516 CE 010 195

Meleen, Paulette And Others

Identifying and Planning for New and Emerging Occupations: A Suggested Guide.

Journal Cit—BBB14453

Contract Research Corp., Belmont, Mass.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Curriculum Development Branch.

Pub Date—Mar 76

Contract—300-75-0210

Note—121p.

EDRS Price MF-$0.83 HC-$6.01 Plus Postage.

Descriptors—*Curriculum Planning, *Job Analysis, *Occupational Information, Occupational Surveys, Research, *Research Methodology, Skilled Occupations, Technical Occupations, *Vocational Education

Intended for use by State vocational education directors and curriculum planners, this guide documents the results of a project which developed and applied a process for identifying new and emerging occupations for skilled and technical areas, part of a larger effort to assist the alignment of vocational and technical program offerings with new employment opportunities. The guide is divided into two parts. The first describes the process of identifying new and emerging occupations that was developed during this project and suggests how that process applies to program planning at the State, regional, and local levels. The second part (the major portion of the guide) presents the framework for the occupational guidelines and contains the guidelines for each of the new and emerging occupations identified through this study: Child Advocate, Energy Efficiency Technician, Halfway House Resident Manager, Horticultural Therapy Aide, Industrial Hygiene Technician, Nuclear Quality Assurance Inspector, Physical Security Technician, Podiatric Assistant, Crystal Manufacturing, Housing Rehabilitation Specialist, and Public Safety Communications Operator. Guidelines for each are presented under the following headings: Job Description, Summary Assessment, Employers and

Occupational Setting, Student Considerations, Curriculum Guidelines, Information for Program Planning, and Conclusion. A listing of information sources for each occupation and a glossary of terms are appended. (HD)

ED 137 517 CE 010 206

Seay, Donna M.

A Comprehensive System for the Evaluation of Individualized Manpower Training Sites. Final Report.

Journal Cit—BBB02026BBB09463

Technical Education Research Center, Montgomery, Ala.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; Florida State Dept. of Education, Tallahassee. Div. of Vocational, Technical and Adult Education.

Pub Date—Sep 76

Note—142p.

EDRS Price MF-$0.83 HC-$7.35 Plus Postage.

Descriptors—Computer Oriented Programs, *Electronic Data Processing, *Evaluation Methods, *Individualized Programs, Instructional Systems, *Program Evaluation, Resource Centers, Technical Education, *Vocational Education, *Vocational Training Centers

Identifiers—Florida

A 1-year study was conducted to implement a computerized data system for the comprehensive evaluation of Individualized Manpower Training System (IMTS) Learning Resource Centers (LRCs). Data for the system were collected by the administration of student, staff, and center summary forms especially designed for the purpose by the University of West Florida. Original plans were to collect data at eight IMTS and three control sites. Data from five IMTS and two control sites entered the system. All completed forms were sent to the Florida Vocational Technical Adult Education (VTAE) Computer Service Center at St. Petersburg where the data was keypunched and machine-stored. A copy of the punch card deck was sent to Baltimore, Maryland, where the analysis programs for the system were designed, written, and executed. In general it was found that the installation of the IMTS procedures at the five LRCs were sufficiently uniform to permit meaningful comparison among the sites. If it is taken into account that this first run of the data system must be viewed as much an evaluation of the system itself as it was aimed at evaluating the IMTS programs, then the overall outcome of the experience can be rated as highly positive. (The report contains chapters on description of the IMTS system, aspects of evaluation system design and implementation, data collection procedures, results of implementation, and summary, conclusions, and recommendations. Approximately half of the contents are appendixes of related materials, e.g., list of IMTS training packages, data collection forms, software for the analysis of the computerized data system, and raw data of IMTS site summary file.) (Author/JT)

ED 137 518 CE 010 310

Salazar, Arturo Christiansen, James E.

The Need for Bilingual Vocational Education Programs in Secondary Schools in Texas. Final Report.

Journal Cit—BBB05691BBB07723

Texas A and M Univ., College Station. Coll. of Education.

Spons Agency—Texas Education Agency, Austin. Dept. of Occupational Education and Technology.; Texas Education Agency, Austin. Div. of Occupational Research and Development.

Pub Date—Sep 76

Contract—TEA-67230148

Note—347p.

EDRS Price MF-$0.83 HC-$18.07 Plus Postage.

Descriptors—Administrator Attitudes, *Bilingual Education, Counselor Attitudes, *Educational Needs, Employer Attitudes, English (Second Language), Needs Assessment, School Personnel, Secondary Education, Secondary School Counselors, Spanish, State Surveys, Vocational Counseling, Vocational Directors, *Vocational Education

Identifiers—*Texas

The primary purpose of this study was to determine the need for Spanish-English bilingual vocational education programs in the secondary schools in Texas as perceived by bilingual directors, vocational directors, vocational counselors, secondary school counselors, and industry representatives. Data were received from 636 respondents which consisted of returned opinionnaires from five groups, representing a 65% return. Six hypotheses related to the objectives were tested using descriptive statistics, analysis of variance with the Scheffe test where applicable, and Chi-square. Significant differences were found among the five groups regarding 19 to 28 perception statements, 7 of 15 attitude scale bipolar adjectives pertaining to the need for bilingual programs of vocational education, and 7 of 15 selected issues. In 69% of the group comparisons pertaining to the need for bilingual vocational education, industry representatives viewed the problem differently from the four school groups. Significant perception statements appearing most often concerned school districts' goals, creating functionally literate individuals through bilingual education, confusion of bilingual education goals, and helping students feel a need for using English. Significant issues most commonly appearing concerned language difficulties, integration of bilingual and vocational programs, and requiring special training for teachers. The most common significant bipolar adjectives were bad/good, satisfying/frustrating, false/true, and rewarding/unrewarding. The report includes description of methodology, findings, summary, conclusions, implications, and recommendations. The opinionnaire and data tables are appended. (WL)

ED 137 519 CE 010 319

Burrow, Jim Groneman, Nancy

The Purposes of and Competencies Developed Through Occupational Experience for Vocational Education Teachers. Final Report.

Journal Cit—PEA57710PEA57754

Nebraska Univ., Lincoln.

Spons Agency—Nebraska Occupational Needs Research Coordinating Unit, Lincoln.; Nebraska State Dept. of Education, Lincoln. Div. of Vocational Education.

Pub Date—76

Note—204p.

EDRS Price MF-$0.83 HC-$11.37 Plus Postage.

Descriptors—Administrator Attitudes, Business Education Teachers, Distributive Education Teachers, Educational Objectives, *Job Skills, Occupational Surveys, Performance Based Teacher Education, Questionnaires, Research, *Skill Development, State Supervisors, Teacher Attitudes, Teacher Educators, Validity, *Vocational Education Teachers, *Work Experience

Identifiers—Nebraska

The purpose of this study was to define the role of occupational experience in preparing vocational business and office education teachers. A multistep procedure was utilized to identify purposes of occupational experience and to validate teaching competencies. Second, a literature review was completed to generate a list of purposes of occupational experience. The list of purposes was refined by two national panels of experts consisting of teacher educators and State supervisors in distributive education and business and office education. Third, teaching competencies that can be developed through occupational experience were validated. The base for competency validation was a list of 95 competency statements compiled from the 384 validated performance elements for vocational education teachers which were identified in a study by Calvin J. Cottrell in 1971. A questionnaire was developed for rating each competency as to relative value of occupational experiences in developing that competency. It was mailed to randomly selected samples of (1) distributive education and business and office education teachers in the states of Colorado, Kansas, Missouri, Iowa, and Minnesota and (2) State supervisors and teacher educators in the U.S. Analysis of the identified purposes and teaching competencies provided a final listing of purposes of occupational experience agreed upon by State supervisors and teacher educators and a listing of teaching competencies that can be developed through occupational experience agreed upon by classroom teachers, teacher educators, and State supervisors. All results were analyzed in order to determine the value of occupational experience for vocational education teachers and recommendations were made for utilization of the results and for further research. The report includes data analysis, summary, conclusions, and recommendations. Questionnaires and competency lists are appended. (WL)

ED 137 520 CE 010 336

Campbell, Clifton Paul

Job Performance Analysis for Educators and Trainers.

Delaware Occupational Teacher Education Consortium, Newark.

Pub Date—76

Note—93p.

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors—Descriptive Writing, *Guidelines, *Job Analysis, Manuals, Task Analysis, *Technical Occupations, *Technical Writing

Designed for those who are concerned with gathering job performance information, this manual presents methodology and techniques used to analyze jobs and to record the analysis. Chapter 1, an introduction, discusses briefly the uses of job analyses in trade and technical course construction and instructional materials development, in career counseling and placement, as well as in competency and performance evaluation. Job analysis principles are presented in chapter 2: Complete and accurate identification of the job, complete and accurate description of the tasks of the job, and indication of the requirements the job makes upon the worker for successful performance. The other four chapters contain explanation and instructions for developing the various sections of a job analysis schedule. Chapter 3 deals with the first four items on a schedule (Job Title, Data and Number of Sheets, Alternate Titles, and Dictionary Title and Code). Chapter 4 deals with the "Work Performed" item of a schedule, which should present a statement regarding the tasks performed by a worker in accomplishing the purpose of his/her job. The guidelines for writing this section include focus on introductory sentences, task arrangement, treatment of unusual equipment and terms, and citation of degree of skill and percent of time. Chapter 5 covers the items on a schedule dealing with performance requirements: Responsibility, Job Knowledge, Mental Application, and Dexterity and Accuracy. Chapter 6 deals with the comments section of a schedule: Equipment, Materials and Supplies, Definitions of Terms, and General Comments. Three model job analysis schedules are appended: Part Programer (Numerical Control), Lubrication Man (Vehicle), and Check-Out Clerk (Grocery Store). (JT)

ED 137 521 CE 010 338

Bruce, Herbert, Jr.

Competency-Based Curriculum Development. Final Report.

Journal Cit—LBY41580RMQ66000

Curriculum Development Center of Kentucky, Lexington.

Spons Agency—Kentucky State Dept. of Educa-

tion, Frankfort. Bureau of Vocational Education ; Office of Education (DHEW), Washington, D.C.
Pub Date—75
Contract—OEG-0-74-1750
Note—175p.
EDRS Price MF-$0.83 HC-$8.69 Plus Postage.
Descriptors—*Curriculum Development, Curriculum Research, Inservice Programs, Instructional Materials, *Learning Modules, Manuals, *Material Development, *Performance Based Education, Post Secondary Education, Secondary Education, *Vocational Education
Identifiers—*Kentucky, Vocational Technical Education Consortium States

Specific objectives of a project to translate V-TECS (Vocational-Technical Consortium of States) catalogs of performance objectives into viable programs of instruction ready for implementation in the secondary and postsecondary training institutions of the State of Kentucky were the following: (1) To teach selected personnel to develop competency-based curriculum packages, (2) to develop 10 curriculum packages, in the areas of Auto Body, Bank Teller, Carpentry, Cashier Checker, Child Care, Dental Assistant, Food Preparation, Machine Shop, Secretarial, and Tractor Mechanic, and (3) to determine the usability of modules. Domain study, state-of-the-art, task booklet, field review catalog, and final catalog of objectives and criterion referenced measures were developed in six of the curriculum areas. Four handbooks were developed: Development of Kentucky's Model for Individualized Modules, Development of Vocational Education Modules, Development of the Instructor's Manual, and Management Handbook. A slide-tape presentation was developed for curriculum writers and teachers to use as a basis for developing slides and tapes to supplement the modules. An 8-week workshop was conducted to develop individualized modules in the 10 areas. During the project approximately 500 modules were completed. Consultative services, workshops, and inservice training were provided to local school districts, area vocational schools, and institutions of higher learning. Modules developed were field tested in 20 schools in Kentucky. Appended to the report are copies of each of the four handbooks developed, a copy of the module evaluation form and of the field test observation record, and several workshop agendas. (JT)

ED 137 523 CE 010 360

McElwee, Robert And Others
Outdoor Recreation. Curriculum Materials for Agricultural Education.
Journal Cit—BBB10987
Virginia Polytechnic Inst. and State Univ., Blacksburg. Agricultural Education Program.
Spons Agency—Virginia State Dept. of Education, Richmond. Agricultural Education Service.
Report No.—NRM-1
Pub Date—76
Note—83p.; Speech presented at a staff development seminar (The Center for Vocational Education, The Ohio State University, Columbus, Ohio, December 1976)
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors—Agribusiness, *Agricultural Education, Career Exploration, Curriculum Guides, Management, Natural Resources, Off Farm Agricultural Occupations, Post Secondary Education, *Recreation, Recreational Facilities, Recreational Programs, Recreation Finances, Recreation Legislation, Teaching Guides, *Vocational Agriculture, Vocational Education
Identifiers—*Outdoor Recreation

This curriculum guide for agricultural education contains nine chapters on outdoor recreation. Each is written by a different author (professors at Virginia Polytechnic Institute and State University) and follows a similar format: Objectives, list of references, list of teaching materials, notes on teacher preparation, content for presentation, notes on application, and notes on testing. The chapters are (1) Selecting a Career in Outdoor Recreation, (2) Exploring Opportunities for Establishing a Recreation Business, (3) Understanding the Economic Importance of Renewable Natural Resources, (4) Meeting the Requirements of Local, State, and Federal Laws, (5) Insurance for the Campground Owner, (6) Turfgrass Management, (7) Managing a Recreation Business, (8) Environmental Considerations in Outdoor Recreation, and (9) Repairing and Maintaining Sturctures. (HD)

ED 137 524 CE 010 361

Woods, Harvey S.
A Marketability Study of Graduates of Illinois Agriculture Programs of Higher Education for the Purposes of: Student and Parent Advisement, Program Planning, and Program Changing.
Journal Cit—BBB13249
Illinois State Univ., Normal. Dept. of Agriculture.
Spons Agency—Illinois State Office of Education, Springfield. Div. of Adult Vocational and Technical Education.
Pub Date—Aug 76
Note—74p.
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors—Agricultural Colleges, *Agricultural Education, Agricultural Occupations, *College Graduates, Curriculum Development, Data Collection, Educational Research, Graduate Surveys, *Higher Education, Junior Colleges, Program Development, Program Planning, Questionnaires, State Surveys, Vocational Counseling, Vocational Education, *Vocational Followup
Identifiers—*Illinois

The objectives of this study were (1) to obtain annual records on the first full-time career positions obtained by all agriculture graduates from the 2-year and 4-year Illinois education institutions offering a degree in agriculture, (2) to assemble data in a manner that would show the marketability of graduates from the various professional agriculture programs for the given years, (3) to make the data available annually to high schools, 2-year colleges, and 4-year colleges offering agriculture advisement of students and parents relative to a career in agriculture and for curriculum building and updating. These objectives, relative to the Illinois agriculture graduates of 1975, have been achieved. Two questionnaires were used, one by each agriculture graduate of 1975 and one by an agriculture person from each of the Illinois agriculture colleges. Approximately 100% response was obtained. The instruments and procedures for data collection have been developed and tested. With some modifications in the questionnaires, and further use, the resulting data, through time, will provide a sound historical base from which counselors, students, parents, and college planners may make decisions relative to agriculture programs and careers. The data may also be used by agriculture planners to show the importance of higher education in agriculture to nonagriculture college administrators, taxpayers, and others unfamiliar with education in agriculture. The report is organized into four sections: (1) Introduction, (2) Procedures (Proposal Development, Development of the Questionnaires, Obtaining the Data from the graduates and from the Agriculture Personnel of the Colleges), (3) Presentation of the Data, and (4) Summary and Recommendations. The questionnaires are included. (HD)

ED 137 525 CE 010 369

Boyer, Ray G.
Expand the Use of Cognitive-Style Mapping as a Counseling Tool. Final Report.
Journal Cit—JQB36450
Indiana Vocational Technical Coll., Terre Haute.
Spons Agency—Indiana State Board of Vocational and Technical Education, Indianapolis.
Pub Date—[76]
Note—88p.
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors—Cognitive Measurement, *Cognitive Style, *Cognitive Tests, Evaluation Criteria, Maps, Occupational Surveys, *Occupational Tests, *Test Construction, *Test Validity, Vocational Counseling

The premise of this project was to reveal the differences in job-style requirements by using a technique called cognitive-style mapping, the thesis being that each job or occupation requires a person having a particular cognitive style system compatible with the job style or requirements. Cognitive style mapping is a technique used to assess an individual's style for surviving in a given environment–educational, occupational, or social. The project was an extension of the present use of cognitive mapping techniques in a small number of schools on a pilot basis to determine a student's strengths and weaknesses in an effort to plan his survival for the first year of college. Cognitive mapping instruments and techniques developed in previous experimental or pilot modes by the principal investigator were redesigned and tested for discrimination. Employers of persons in the selected occupations were contacted by letter and in person to recruit participation of employees and their supervisors in responding to the survey instruments related to 28 elements of cognitive style. From the cognitive maps of successful or surviving individuals in the 10 surveyed occupations (accounting, credit and finance, secretarial, clinical lab assistant, medical assistant, licensed practical nurse, drafting technology, electronics technology, surface mining operation technology, and welding technology), cognitive occupational maps were derived. A computer program for scoring and producing these and future individual and occupational maps was produced. It is concluded that cognitive mapping should be advanced from a pilot or test structure to operation status and be utilized in the Indiana Vocational Technical College system. The report contains the maps and analytical data for the ten job titles. (JT)

ED 137 526 CE 010 383

Lawrence, John E. S.
Data Availability in Vocational Education. Final Report. Volume I. Comparisons of Collected with Needed Information.
Journal Cit—BBB09463
North Carolina State Univ., Raleigh. Center for Occupational Education.
Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Pub Date—76
Contract—G00-75-00319
Note—181p.; For related documents see CE 010 383-386
EDRS Price MF-$0.83 HC-$10.03 Plus Postage.
Descriptors—Comparative Analysis, Data Analysis, Data Bases, *Data Collection, *Information Needs, *Information Utilization, National Surveys, Needs Assessment, Program Descriptions, Research Projects, *State Agencies, *Vocational Education
Identifiers—*Project EDNEED II, United States

Project EDNEED II (Empirical Determination of Nationally Essential Educational Data), conducted from July 1975 to September 1976, was designed to document the extent to which data currently collected by State vocational education agencies could be used to answer prioritized Project EDNEED I questions. (Project EDNEED I identified and prioritized vocational education informational needs of users at the national, State, local levels.) The first phase of EDNEED II focused on the gathering and cataloging of all State vocational education agency data collection forms. Each item of information on a data collection form was classified in relation to the most appropriate Project EDNEED question(s). In the second phase, field visits were made to 10 States to gather more information on alternative approaches to answering the top priority EDNEED

l questions. The field visits provided information on the problems that would be encountered in collecting the necessary data and aggregating them to the appropriate levels. In this first of a four-volume final report of Project EDNEED II, the informational needs identified in EDNEED I are discussed in relation to the data currently available at the State level as indicated by State agency data collection forms. The procedures used to derive and organize the vocational education data base are described, and an exemplary core of questions and data elements is presented which represents information that is both highly needed and widely collected. A procedure for empirically selecting alternative sets of questions is also described in detail. (SH)

ED 137 527 CE 010 384

Lawrence, John E. S. And Others

Data Availability in Vocational Education. Final Report. Volume II. Data Base of Needed and Collected Information.

Journal Cit—BBB09463

North Carolina State Univ., Raleigh. Center for Occupational Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date—76

Contract—G00-75-00319

Note—560p.; For related documents see CE 010 383-386

EDRS Price MF-$1.00 HC-$30.13 Plus Postage.

Descriptors—Data Analysis, *Data Bases, Data Collection, *Information Needs, *Information Utilization, National Surveys, Needs Assessment, Research Projects, *State Agencies, *Vocational Education

Identifiers—Project EDNEED II, United States

This is the second of a four-volume report of Project EDNEED II (Empirical Determination of Nationally Essential Educational Data). (Project EDNEED II, conducted from July 1975 to September 1976, was designed to document the extent to which data currently collected by State vocational education agencies could be used to answer prioritized vocational education informational needs for all 50 States and five U.S. territories.) This volume presents the data base that was constructed as a result of the comparison between needed and collected vocational education data from all 50 States and five of the U.S. territories. The data base consists of 209 questions and 1,065 information elements, with accompanying indexes that demonstrate for each information unit how "needed" and how "collected" it is, or the relative need and current availability of the information elements. The index of need reflects the combined ratings of Federal, State, and local user groups, with each level receiving equal importance weightings in the analyses. This volume also includes the project summary, an index to the files and questions, a foreward on the utility and organization of the data base, and a list of references. (HD)

ED 137 528 CE 010 385

Oglesby, Elizabeth H. And Others

Data Availability in Vocational Education. Final Report. Volume III. Directory of Collection Forms.

Journal Cit—BBB09463

North Carolina State Univ., Raleigh. Center for Occupational Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date—76

Contract—G00-75-00319

Note—872p.; For related documents see CE 010 383-386

EDRS Price MF-$1.67 HC-$46.21 Plus Postage.

Descriptors—Comparative Analysis, Data Analysis, *Data Collection, *Directories, *Information Needs, Needs Assessment, *Records (Forms), Research Projects, *State Agencies, *Vocational Education

Identifiers—Project EDNEED II, United States

This third of a four-volume report of Project EDNEED II (Empirical Determination of Nationally Essential Educational Data) is a directory of State agency data collection forms that were coded and analyzed during the course of the project. (Project EDNEED II, conducted from July 1975 to September 1976, was designed to document the extent to which data currently collected by State vocational education agencies could be used to answer prioritized vocational education informational needs of all 50 States and five U.S. territories.) The directory consists of a cross-indexed listing of forms for each State and territory, arranged in alphabetical order. A seven column format is used which identifies forms by the following characteristics: (1) A unique index number, (2) the form number, if available, (3) the date or revision date, where available, (4) the full title, (5) a coded listing of unit(s) by which data was collected, (6) a coded determination of major content areas covered by the form, and (7) where possible, the title of those preparing, signing, and/or approving the form. In addition to documenting all the forms that were included in the Project EDNEED II analyses, Volume III is intended to assist State agencies in locating data collection instruments that might facilitate their own development of forms. (HD)

ED 137 529 CE 010 386

Katz, Douglas S.

Data Availability in Vocational Education. Final Report. Volume IV. Alternative Procedures for Meeting Informational Needs.

Journal Cit—BBB09463

North Carolina State Univ., Raleigh. Center for Occupational Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date—76

Contract—G00-75-00319

Note—65p.; For related documents see CE 010 383-386

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—Comparative Analysis, Data Analysis, Data Bases, *Data Collection, *Information Needs, *Information Utilization, Needs Assessment, Research Projects, *State Agencies, *Vocational Education

Identifiers—Project EDNEED II, United States

This is the fourth volume of a four-volume report of Project EDNEED II (Empirical Determination of Nationally Essential Educational Data), conducted from July 1975 to September 1976 to document the extent to which data currently collected by State vocational education agencies could be used to answer vocational education informational needs of users at the national, State, and local levels. This volume focuses on the results of the project's field visits (phase two of the project) to 10 States that were considered to be exemplary in the availability of data on vocational education which corresponded to the informational needs of the various user groups. The field visit results are organized around the 50 highest priority questions identified in the earlier phases of Project EDNEED I and II. (Phase one of EDNEED II involved analyses of all 50 States' vocational education data collection forms, which served as the basis for selecting the States for visitation. Project EDNEED I identified and prioritized vocational education informational needs of users at the national, State, and local levels.) The 50 questions are classified into the following nine topics, with each question including a discussion of different States' alternative approaches to answering the question: Vocational curriculum and instructional characteristics, vocational curriculum expenditures by activities, vocational curriculum expenditures by object, vocational student characteristics, characteristics of the vocational completer/early leaver, local education agency vocational staff member characteristics, local school characteristics, local education agency characteristics, and vocational education characteristics of the State education agency. Problems relating to data aggregation, format, and data element definition are also briefly discussed in this volume. (SH)

ED 137 530 CE 010 396

Exploring Manufacturing Occupations. Instructor's Guide. The Manufacturing Cluster.

Journal Cit—RMQ66000

Fairleigh Dickinson Univ., Rutherford, N.J.New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—[76]

Contract—OEG-0-71-4687

Note—171p.; For related documents see CE 010 396-399

Available from—Superintendent of Documents, United States Government Printing Office, Washington, D. C. 20402 (Stock Number 017-080-01658-3)

EDRS Price MF-$0.83 HC-$8.69 Plus Postage.

Descriptors—Behavioral Objectives, Career Education, *Career Exploration, Curriculum Development, Curriculum Guides, Instructional Materials, Job Skills, *Learning Activities, *Manufacturing Industry, Occupational Clusters, Resource Guides, Secondary Education, *Skill Development, Teaching Guides, Vocational Education

The major focus of this guide and its accompanying student manual (CE 010 397) is to help the student understand the manufacturing enterprise. (The guide and student manual are part of a manufacturing cluster series which addresses itself to career awareness, orientation, exploration, and preparation.) Seven sections are included. An overview of career education and manufacturing history is presented in the first two sections along with a discussion of the structure of manufacturing, which is systems oriented in order to show interrelationships and to promote understanding of it in three highest common denominators–functions, processes, and products. Sections 3 and 4 describe the generalized program development paradigms and includes both instructional and curriculum development models. Guidelines and a description of an exploration program in manufacturing occupations using the food and kindred products industry as an example are presented in sections 5 and 6. The last section contains the following 20 program product categories, with each containing selected activities and experiences and sources of information related to function: Ordnance and Accessories; Tobacco Manufacturers; Textile Mill Products; Apparel and Other Finished Fabric Products; Lumber and Wood Products; Furniture and Fixtures; Paper and Allied Industries; Printing, Publishing, and Allied Industries; Chemicals and Allied Products; Petroleum Refining and Related Industries; Rubber and Miscellaneous Plastics; Leather and Leather Products; Primary Metal Industries; Fabricated Metal Products, Machinery and Transportation Equipment; Machinery, Except Electrical Equipment; Electrical Machinery, Equipment and Supplies; Transportation Equipment; and Professional, Scientific, and Control Instruments. (HD)

ED 137 531 CE 010 397

Exploring Manufacturing Occupations. Student's Manual. The Manufacturing Cluster.

Journal Cit—RMQ66000

Fairleigh Dickinson Univ., Rutherford, N.J.New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—[76]

Contract—OEG-0-71-4687(357)

Note—113p.; For related documents see CE 010 396-399

Available from—Superintendent of Documents, United States Government Printing Office, Washington, D. C. 20402 (Stock Number 017-080-01657-5)

EDRS Price MF-$0.83 HC-$6.01 Plus Postage.

Descriptors—Career Education, *Career Exploration, Curriculum Development, Instructional Materials, Manuals, *Manufacturing Industry, Occupational Clusters, *Occupational Information, Secondary Education, Skilled Occupations, Vocational Education

This student manual and the accompanying instructor's guide (CE 010 376) are directed toward exploring manufacturing occupations. It is designed to help the student explore the various career, occupational, and job related fields found within the manufacturing occupations. Four sections are included. An overview of career education and manufacturing history is presented in the first two sections. The third section, Guidelines for Participation in a Careers Exploration Program in Manufacturing Occupations, presents generalized program team and student information models and discusses the student role. The last section, which constitutes the majority of the document, contains 21 program product categories, each containing an industry definition, types of products, importance, typical jobs, expected working conditions, and the future of the industry. The program product categories are Ordnance and Accessories; Food and Kindred Products; Tobacco Processors; Textile Mill Products; Apparel and Other Finished Fabric Products; Lumber and Wood Products; Furniture and Fixtures; Paper and Allied Industries; Printing, Publishing, and Allied Industries; Chemicals and Allied Products; Petroleum Refining and Related Industries; Rubber and Miscellaneous Plastics Products; Leather and Leather Products; Stone, Clay, Glass, and Concrete Products; Primary Metal Industries; Fabricated Metal Products, Machinery and Transportation Equipment; Machinery, Except Electrical; Electrical Machinery, Equipment and Supplies; Transportation Equipment; Professional, Scientific, and Control Instruments; and Miscellaneous Manufacturing Industries. (SH)

ED 137 532 CE 010 398

Occupational Preparation: Inspection and Quality Control. Student's Manual. The Manufacturing Cluster.

Journal Cit—RMQ66000

Fairleigh Dickinson Univ., Rutherford, N.J.New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—75

Contract—OEG-0-71-4687(357)

Note—139p.; For related documents see CE 010 396-399

Available from—Superintendent of Documents, United States Government Printing Office, Washington, D. C. 20402 (Stock Number 017-080-01655-9)

EDRS Price MF-$0.83 HC-$7.35 Plus Postage.

Descriptors—Career Education, Curriculum Development, Guidelines, *High School Curriculum, Instructional Materials, *Job Training, Manuals, *Manufacturing Industry, *Quality Control, Secondary Education, *Trade and Industrial Education, Vocational Education

This manual is written as a direct followup to the "Exploring Occupation in Manufacturing Student Manual," the purpose of which was to (1) promote an understanding of manufacturing industry; (2) acquaint students with structures of the many careers, occupations, and jobs contained within manufacturing enterprise; (3) explore selected career fields by use of a typical program example, and (4) provide a generalized set of guidelines for further and related curriculum development in the exploration realm. This manual has the same purposes and continues them into the preparation phase by using a program example in curriculum development guidelines. The program guide is designed to fit into the scope of secondary school programs in the academic, industrial, and vocational curricula. Content is presented in two sections, a general overview of quality control and the inspection field and a section on specific occupational preparation. The general overview section (22 pages) contains consideration of major influences and environment encountered within the manufacturing enterprise in the quality control career field; an overview of statistical usage in quality control; and description and prescription of the job and occupational hierarchy contained within the quality control career field. The occupational preparation section (92 pages) provides guidelines for development of curriculum in five major quality control categories found in most industries: Blueprint reading, basic statistics, mechanical measurement, electrical measurement, and chemical measurement. (LAS)

ED 137 533 CE 010 399

Occupational Preparation–Inspection and Quality Control. Instructor's Guide. The Manufacturing Cluster.

Journal Cit—RMQ66000

Fairleigh Dickinson Univ., Rutherford, N.J.New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—[75]

Contract—OEG-0-71-4687(357)

Note—137p.; For related documents see CE 010 396-399

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 017-080-01656-7)

EDRS Price MF-$0.83 HC-$7.35 Plus Postage.

Descriptors—Behavioral Objectives, *Career Exploration, Curriculum Development, Curriculum Guides, *Inspection, Instructional Materials, Job Skills, *Manufacturing, Occupational Clusters, Occupational Information, *Quality Control, Secondary Education, *Skill Development, Teaching Guides, Vocational Education

Part of a manufacturing cluster series which addresses itself to career awareness, orientation, exploration, and preparation, this guide and its accompanying student manual were written as a direct followup of the instructor's guide and student manual titled "Exploring Manufacturing Occupations." Four major sections are included. The first section provides the instructor with a brief outline for initiating a career preparation program in the overall area of manufacturing occupations. A brief overview of preparation in the specific areas of quality control and inspection are presented in the second section. The third section deals with a suggested method, or model, of development, preparation, and conduct of a program dealing with quality control and inspection. Twenty pages of individual items are provided which the instructor may use as a checklist to stimulate student interest and to reinforce the overall scope of inspection and quality control. Items are listed under the broader headings of What the Worker Does, What Licenses and Certificates are Required, Union Affiliation within Industry, Communication Responsibilities, Education and Training Levels, Subjects and Courses Needed, Specializations in Inspection and Testing, and Machines, Tools, Equipment, and Work Aids. The fourth and major section is divided into two subsections: General Background and Occupational Information, which includes eight units; and Occupational Preparation, which includes the five units of Blueprint Reading, Statistics in Quality Control, Mechanical Measurement, Electrical Measurement, and Chemical Measurement. Each unit presents objectives, teaching content, evaluation, and other information pertaining to the unit area. An 18-page bibliography of texts and audiovisual materials is appended. (SH)

ED 137 534 CE 010 414

Nelson, Orville And Others

An Investigation of the Teacher Competencies Needed to Utilize Diagnostic Test Data in Prescribing Occupational Learning Experiences in Teaching EMRS. Final Report.

Journal Cit—BBB11095

Wisconsin Univ. - Stout, Menomonie. Center for Vocational, Technical and Adult Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Research and Demonstration.

Pub Date—Jan 76

Contract—OEG-0-74-1755

Note—110p.; For related document, see CE 010 415

EDRS Price MF-$0.83 HC-$6.01 Plus Postage.

Descriptors—Action Research, College Teachers, Diagnostic Tests, *Educable Mentally Handicapped, Inservice Programs, Inservice Teacher Education, Job Skills, Performance Based Teacher Education, Post Secondary Education, Program Design, Secondary School Teachers, *Task Analysis, *Teacher Workshops, *Teaching Skills, Test Interpretation, *Vocational Education Teachers

A study was conducted to determine the teacher competencies needed in order to develop valid and effective occupational learning experiences for educable mentally retarded (EMR) students based on available diagnostic test data and information. Four-member teams were selected from each participating school (four secondary and two postsecondary schools). Each team had a special educator, a vocational instructor, an audiovisual specialist, and a counselor, special educator, or vocational educator depending on the most effective team organization within the participating school. An action research design was used. As vocational teachers on the teams identified problems in modifying instructional materials, teaching strategies, and classroom procedures, team and staff members designed solutions. These solutions were then implemented by the vocational teacher and evaluated. Transportability of the developmental experiences and the resulting products were assessed with teams in one or two of the other participating schools. Three workshops were conducted focusing on (1) identifying participants' competencies in relation to those needed to develop effective instruction; (2) techniques for effective communication, task analysis, rewriting reading materials, and developing mediated instruction; and (3) teaching techniques, classroom management strategies, and practical evaluation. Some of the competencies which vocational teachers need to acquire are use of evaluation information in designing and managing instruction, behavior observation skills, performance evaluation techniques, individualizing instruction for EMR students, identification and restructuring of jobs, task analysis procedures, and skill in designing concrete learning experiences. Based on the evaluation of the workshops and critical competencies identified by the participants, a 2-week workshop agenda was developed which should provide the basic competencies needed. Two computer programs were also developed to retrieve jobs from a data bank which match specified DOT job titles (Dictionary of Occupational Titles) and present information on EMR characteristics. The suggested 2-week workshop agenda and the competency lists are included in the report. (Appendixes, bound separately, contain participant and staff vitas, materials from the three workshops, and other project materials.) (JT)

ED 137 535 CE 010 415

Nelson, Orville And Others

An Investigation of the Teacher Competencies Needed to Utilize Diagnostic Test Data in Prescribing Occupational Learning Experiences in Teaching EMRS. Final Report. Part II. Appendices.

Journal Cit—BBB11095

Wisconsin Univ. - Stout, Menomonie. Center for Vocational, Technical and Adult Education.
Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Research and Demonstration.
Pub Date—Jan 76
Contract—OEG-0-74-1755
Note—258p.; Not available in hard copy due to marginal reproducibility of the original document. For a related document see CE 010 414
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors—*Educable Mentally Handicapped, *Task Analysis, *Teacher Workshops, *Teaching Skills, *Vocational Education Teachers

These appendixes are to the final report of an action research Project conducted to determine the teacher competencies needed in order to develop valid and effective occupational learning experiences for educable mentally retarded (EMR) students based on available diagnostic test data and information. Included are (1) participant vitas and descriptions of the participating schools from which they came, (2) participant information form, (3) vocational teachers competency project reservation form, (4) advisory committee agendas and minutes, (5) project staff vitas, (6) workshop I materials, (7) visitation guides, (8) workshop II materials, (9) interim workshop II and III materials, (10) workshop III materials, (11) reading competencies by grade levels, (12) math competencies by grade level, (13) communiques and agenda for dissemination conference, (14) outline for Madison inservice course, and (15) computer programs. (The body of the report, bound separately, describes methods, procedures, and results and contains the lists of teacher competencies developed and the suggested agenda for a 2-week teacher training workshop to develop the competencies.) (JT)

ED 137 539 CE 010 436

A Design for Establishment of a Career Oriented Educational Program Through a Regional Education Service Agency. Three Year Project Report.
Journal Cit—BBB00099RMQ66000
Wood County Board of Education, Parkersburg, W. Va.
Spons Agency—Office of Education (DHEW), Washington, D.C.; West Virginia State Dept. of Education, Charleston. Div. of Vocational and Technical Education.
Pub Date—76
Contract—OEG-0-73-5295
Note—574p.; Some pages and photographs may not reproduce clearly due to print quality of the original document
EDRS Price MF-$1.00 HC-$30.13 Plus Postage.
Descriptors—Administrative Principles, Administrator Guides, *Career Education, Comprehensive Programs, *Curriculum Development, Demonstration Projects, Elementary Secondary Education, Fused Curriculum, Information Dissemination, Inservice Teacher Education, Instructional Materials, Learning Activities, Occupational Guidance, Occupational Information, *Program Development, Resource Guides, Resource Materials, Teacher Workshops
Identifiers—*West Virginia

Activities and accomplishments are described for a 3-year project which (1) developed and field tested a Career Education Curriculum Resource Guide (K-14), containing materials which can be adapted for use in the classroom setting, (2) compiled and printed a Career Education Consulting Package for statewide dissemination (specific instruction on the process of initiating career education activities), and (3) established career education resource centers in region V secondary schools. The body of the report (17 pages) includes brief descriptions of major events (workshops), problems, publicity activities, dissemination activities, progress on data collection and evaluation plans and procedures, staff employment utilization, and staff development. Appended to the report are complete copies of the Career Education Resource Guide (K-14) and the Career Education Consulting Package. The resource guide is in six parts: Administrative inservice guide, primary teaching modules, intermediate teaching modules, junior teaching modules, senior high teaching modules, and a group guidance unit with emphasis on self-awareness for secondary students. The consulting package is also in six sections: Counselors, Primary (K-3), Intermediate, Junior/Senior High, Administrators, and Handouts and Transparencies. Also appended is a sample list of materials purchased for the career education resource centers. (TA)

ED 137 540 CE 010 438

Scanlon, Robert G.
Public Schools for the 80's. Implications for Vocational and Career Education R & D. Occasional Paper No. 20.
Ohio State Univ., Columbus. Center for Vocational Education.
Pub Date—Aug 76
Note—15p.; Speech presented at a staff development seminar (The Center for Vocational Education, The Ohio State University, Columbus, Ohio, August, 1976)
Available from—CVE Publications, The Ohio State University, 1960 Kenny Road, Columbus, Ohio 43216 ($1.50)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—*Career Education, Continuous Learning, Educational Change, *Educational Development, Educational Improvement, Educational Needs, Elementary Secondary Education, *Futures (of Society), Public Schools, School Community Relationship, *Social Change, *Social Influences, Speeches, *Vocational Education
Identifiers—United States

The first part of this document is the text of a speech which examines some of the critical events that American society will face during the next 10 years and analyzes these events in light of educational needs primarily at the elementary and secondary levels. The author first notes 15 social trends, identified through the efforts of Research for Better Schools, Inc. (RBS), that will influence the education of the young in the decade ahead. (Some of RBS's activities have been a design for four alternative educational possibilities based on RBS research; the conducting of two national symposia to explore with educators, economists, and others, how today's social trends and technological trends are likely to influence tomorrow's schools; and the establishing of a consortium of schools, school districts, and other agencies with the express purpose of helping compare future-oriented goals and activities.) In view of expected social trends and changes, the author notes specific implications for career and vocational education. In the discussion of the creation of a comprehensive plan to utilize RBS research results in schools, nine goals for schools are identified, and based on the cited goals, RBS's four alternative designs for schools are described. The second part of this document consists of the author's response to questions relating to future educational leadership, the cost of education, and school-community involvement. (SH)

ED 137 541 CE 010 445

Ludeman, Ivan
Statewide Mathematics Performance Related to Career and Vocational Education. Final Report.
Journal Cit—BBB09463NSD52685
Minnesota State Dept. of Education, St. Paul. Office of Statewide Educational Assessment.
Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; Minnesota State Dept. of Education, St. Paul. Div. of Vocational and Technical Education.
Pub Date—Aug 76
Note—39p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—*Academic Achievement, Comparative Analysis, *Educational Assessment, Educational Research, *Mathematics, *Practical Mathematics, Relevance (Education), Secondary Education, State Surveys, *Student Attitudes, Student Characteristics, Student Testing, Vocational Education
Identifiers—*Minnesota

From the statewide assessment of mathematics performance conducted by the Minnesota Department of Education, specific study findings for 17-year-olds attending public and nonpublic schools included demographic data and information on student attitudes toward education programs and mathematics, and mathematics achievement. Data analyses suggested that students with no vocational education courses performed better in areas of higher mathematical concepts but that students with the most vocational education scored higher in practical applications of mathematical skills. The expectation that students in career and vocational education mathematics activities would acquire mathematical skills relevant to the world of work appeared confirmed. The major recommendation was that vocational educators should formulate mathematics objectives for their students so that a specific prediction of achievement differences might be tested. This project report includes 10 data tables including one that summarizes the findings. (MF)

ED 137 542 CE 010 456

Karnes, Frances A. Ginn, Clyde N.
Vocational Reading Development Program. Analysis of Reading Teachers' Perceptions of the Reading Programs in Post-Secondary Vocational/Technical Complexes in Mississippi. Number 34.
Journal Cit—BBB05652RMQ66000
University of Southern Mississippi, Hattiesburg. Bureau of Educational Research.
Spons Agency—Mississippi State Dept. of Education, Jackson. Div. of Vocational and Technical Education.; Office of Education (DHEW), Washington, D.C.
Pub Date—30 Jun 76
Note—39p.; For a related document see CE 010 457
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—*College Teachers, Educational Background, Junior Colleges, *Junior College Students, Reading, *Reading Instruction, Reading Materials, *Reading Programs, Reading Tests, Student Teacher Ratio, *Teacher Attitudes, Teacher Background, Testing Programs, Vocational Education
Identifiers—Mississippi

Results of a questionnaire survey of 24 reading teachers from selected junior colleges in the State of Mississippi are presented in 22 tables with comments, summary, and conclusion. The 22 data categories are (1) number of male and female reading teachers reporting, (2) age range of reading teachers, (3) number of years of experience in teaching, (4) the highest degree held, (5) major field of highest degree held, (6) number of students enrolled in various reading programs per teacher unit, (7) number of vocational/technical students enrolled in the reading programs per teacher unit, (8) opinions of the vocational reading teachers as to the separation of academic students and vocational students in reading, (9) methods utilized in selecting students for reading instructors, (10) regularity of discussion of students' reading between reading instructor and regular instructor, (11) reading level range of vocational students, (12) indications of the subject areas profiting most from reading instruction, (13) reading tests administered to vocational/technical students, (14) indications of when various reading tests were administered, (15) the person administering the reading test to vocational/technical student, (16) utilization of vocational/technical materials,

(17) types of materials utilized in teaching reading, (18) utilization of vocabulary lists from content of vocational/technical programs, (19) scheduling of visual and/or auditory acuity tests, (20) suggestions and/or needs in program improvement for vocational/technical students in reading, (21) expenditure of funds for instructional materials, and (22) utilization of instructional materials. (HD)

ED 137 543 CE 010 457

Karnes, Frances A. Ginn, Clyde N.

Vocational Reading Development Program. Comparison of the Reading Comprehension Levels of the Post-Secondary Vocational/Technical Students with the Readability Levels of the Textbooks Utilized in the Vocational/Technical Complexes in Mississippi. Number 33.

Journal Cit—BBB05652RMQ66000

University of Southern Mississippi, Hattiesburg. Bureau of Educational Research.

Spons Agency—Mississippi State Dept. of Education, Jackson. Div. of Vocational and Technical Education.; Office of Education (DHEW), Washington, D.C.

Pub Date—30 Jun 76

Note—65p.; For a related document see CE 010 456

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—Junior Colleges, *Junior College Students, *Readability, Reading, *Reading Level, *Reading Materials, Reading Research, State Surveys, Tables (Data), Technical Education, Textbook Evaluation, Textbook Research, Textbooks, *Vocational Education

Identifiers—Mississippi

Students from 16 different vocational/technical areas of study in seven postsecondary complexes in Mississippi (representing a cross-section of all junior colleges in the State) were administered the Nelson-Denny Reading Test to identify reading levels. The FORCAST readability formula (Klare, 1974) was used to determine the readability level of each of the 230 textbooks used in the postsecondary vocational and technical courses. Results showed that the mean reading levels of all students varied from 1 to 4 grade levels from the mean readability levels of texts used in instructing them. All of the texts measured indicated reading levels above the 10.63 grade level. Overall, the vocational areas indicated a 1.57 larger discrepancy than the technical areas. The report presents and discusses data on the number of students, reading range, and mean reading grade level for each of the 16 different vocational/technical areas of study. It also lists title, bibliographic information, and mean readability level for every text used in each of the 16 areas: (1) Auto body and fender repair, (2) auto mechanics, (3) farm equipment, (4) heating, refrigeration, and air conditioning, (5) industrial electricity, (6) machine shop, (7) practical nursing, (8) radio and TV repair, (9) sheet metal, (10) welding, (11) cosmetology, (12) data processing, (13) distribution and marketing, (14) drafting and design, (15) electronics, (16) secretarial science. (HD)

ED 137 544 CE 010 459

Fisher, Harold S. And Others

A Study of Job Demands and Curriculum Development in Agricultural Training Related to the Muskegon County Wastewater Management System. Final Report. Volume I. An Overview of the Research Project.

Journal Cit—RMQ66000

Muskegon Area Intermediate School District, Mich.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—Jan 76

Contract—OEG-0-74-1669

Note—115p.; For related documents see CE 010 459 and CE 011 062-064

EDRS Price MF-$0.83 HC-$6.01 Plus Postage.

Descriptors—Agricultural Education, Agricultural Research Projects, Behavioral Objectives, *Curriculum Development, Employment Projections, Farm Occupations, *Job Skills, Job Training, Junior Colleges, Land Use, Learning Modules, *Manpower Needs, Material Development, Off Farm Agricultural Occupations, Program Descriptions, Program Development, Research, Secondary Education, Surveys, Task Analysis, *Vocational Development, *Waste Disposal, *Water Pollution Control, Water Resources

Identifiers—*Michigan, Michigan (Muskegon County)

This volume is one of a four-volume final report of a research project developed to identify the jobs and training needs for the area of wastewater land treatment systems and related agricultural occupations. The overall purpose of the project is presented in terms of its six subobjectives: (1) To identify the agricultural occupations related to the Muskegon County Wastewater Management System (MCWMS) and determine job needs, (2) to perform a task analysis on each of the identified agricultural occupations related to the MCWMS, (3) to write student terminal performance objectives and develop modules of instruction, (4) to explore the possibilities of utilizing the MCWMS as an educational tool, (5) to develop student awareness information, and (6) to implement an articulated curriculum with actual programs. Overall findings presented showed that nationwide employment of individuals working in conventional wastewater treatment systems as well as modern systems is expected to rise rapidly through the mid-1980's and that there is a need for student modules of instruction for the agricultural occupations. Appendixes constitute the majority of the document. Major appendixes are titled Task Analysis Survey Instruments, Selected Pages (9 pages), A Sample of the Format Used for Writing Student Terminal Performance Objectives and Instructional Modules (12 pages), An Explanation of the Components in the Instructional Modules (2 pages), Bibliography of Documents Reviewed and Used for the Project (11 pages), Survey Question and Results Concerning Using the MCWMS as an Educational Tool (5 pages), and A Discussion of Possibilities and Approaches for Implementing Vocational and Technical Agricultural Programs in Career Education Banning District #21 (14 pages). (SH)

ED 137 545 CE 010 462

Morton, J.B. And Others

Part-Time Adult and Employer Evaluation.

Oklahoma State Dept. of Vocational and Technical Education, Stillwater. Div. of Research, Planning, and Evaluation.

Pub Date—Feb 77

Note—41p.

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Adult Programs, *Adult Vocational Education, *Educational Assessment, *Employer Attitudes, Graduate Surveys, Part Time Students, Program Evaluation, *State Programs, State Surveys, Student Attitudes, *Vocational Followup

Identifiers—*Oklahoma

An evaluation study assessed the part-time vocational training courses offered to adults by the Oklahoma State Department of Vocational and Technical Education for training or retraining purposes in order to prepare people for a new occupation. The three objectives were to determine if the present system of gathering followup data is adequate considering cost for methods, to determine from the graduates their evaluation of the program's curriculum, facilities and equipment, instruction, and placement assistance, and to determine from employers their evaluation of the adult students' quality and quantity of work, and the students' skills and abilities in the occupation. The population consisted of all completers enrolled as preparatory students (those training or retraining for a job) in part-time adult classes during fiscal year 1975 (5,673 adults). The survey, based on a stratified random sampling technique, produced 660 questionnaire responses from completers of seven different vocational programs in 45 separate school sites. The employer survey, limited to employers of those completers that were working in the field for which trained, produced 125 questionnaire responses. The dominant conclusion was that most of the students and their employers are very satisfied with part-time adult preparatory training in Oklahoma. Significant results are summarized in six separate sections of the report: Part-time Adult Completers, Employed Part-time Adult Completers, Comparison of Employed Completers Related and Unrelated, Employer Survey, Health Occupations Completers, and Nurse Assistants. Recommendations are included. (WL)

ED 137 546 CE 010 474

Spanbauer, S.J.

Implementing a Flexible Year-Round Program. Final Report.

Journal Cit—BBB09463ZQU97865

Fox Valley Technical Inst., Appleton, Wis.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.

Pub Date—Aug 76

Note—43p.

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Demonstration Projects, *Extended School Year, *Flexible Scheduling, *Open Enrollment, Post Secondary Education, *Program Attitudes, *Program Development, School Administration, School Schedules, School Surveys, Technical Institutes, Vocational Education, *Year Round Schools

Identifiers—Fox VAlley Technical Institute WI, Wisconsin, Wisconsin (Appleton)

Following a 3-year feasibility study, Fox Valley Technical Institute (FVTI) converted 18 vocational-technical education programs to year-round operation. Each of these programs is being implemented based on the departmental plan best suited for the particular program, so that the maximum number of students may be served at the lowest possible cost. Students may register and enter programs daily, weekly, monthly, or at other time combinations. Data from surveys of FVTI students and staff, prospective students, and employers of FVTI graduates revealed that most of the school staff and employers generally favored the extended school year, although the students generally did not. A schools management system for the year-round operation was developed. A copy of the table of contents from the systems manual is appended. Advantages and disadvantages of the year-round operation are listed, with recommendations to those considering a conversion to this type of program. (MF)

ED 137 548 CE 010 491

Occupational Food Service Education. A Competency-Based Articulated Model for Secondary and Post-Secondary Schools in Wisconsin. Final Report. Bulletin No. 6405.

Journal Cit—BBB09463BBB09950

Southwest Wisconsin Vocational-Technical Inst., Fennimore.Wisconsin State Dept. of Public Instruction, Madison.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; Wisconsin State Board of Vocational, Technical, and Adult Education, Madison. Research Coordinating Unit.

Pub Date—[76]

Note—414p.

EDRS Price MF-$0.83 HC-$22.09 Plus Postage.

Descriptors—*Articulation (Program), *Curriculum Development, Curriculum Guides, *Food Service, Food Service Occupations, *Job Skills,

*Models, *Performance Based Education, Post Secondary Education, Program Descriptions, Program Development, Secondary Education, Skill Development, Statewide Planning, Technical Education, Vocational Education
Identifiers—Wisconsin
Information on the background of the project from which this model was developed, and a brief project description are presented in the beginning section (eight pages) of this document. (The major objective of the project was to develop a statewide articulated food service curriculum model related to realistic employment competencies to be used in the articulation of food service programs in secondary and postsecondary vocational and technical institutions.) The remainder of the document presents the curriculum model, which includes 13 food service job titles grouped into three major categories: Production/Back-of-the House Jobs (kitchen helper, food service worker, dietary aide, pantry worker, short order cook, assistant cook, cook, and baker assistant); Service/Front-of-the House Jobs (bus attendant, waiter/waitress, host/hostess, and bartender); and Mid-Management Jobs (manager and food service supervisor). Job competencies are grouped into five major categories (The number of competencies presented follows the category.): (1) General Knowledge Competencies (34), (2) Food Preparation Competencies (53), (3) Serving Competencies (12), (4) Work Simplification and Maintenance Competencies (8), and (5) Management and Supervision Competencies (15). Each competency, identified by a curriculum area, competency number, related jobs, and cognitive and/or affective objective, is presented with a three-column format which outlines content to be covered, learning experiences/resources, and evaluation. Major appendixes include definitions of food service jobs included in the model and their "Dictionary of Occupational Titles" code numbers, and a listing of job competencies for the three major food service categories. (SH)

ED 137 549 CE 010 504

Bergman, W. H.
Demography and Socio-Economic Characteristics of South Dakota and Its Economic Regions. Bulletin Number 120.
Journal Cit—BBB14416
South Dakota Univ., Vermillion. Business Research Bureau.
Spons Agency—South Dakota State Board of Vocational Education, Pierre.
Pub Date—Apr 76
Note—83p.; Document Contains small print throughout
Available from—South Dakota State Board of Education, Division of Vocational-Technical Education, State Building No. 3, Pierre, South Dakota 57501 (no charge to residents of South Dakota; all others, 1-999 copies, $3.00 each; discounts on larger quantities)
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors—Cultural Context, *Demography, *Economics, Educational Trends, Employment Statistics, Employment Trends, *Geographic Regions, Physical Environment, *Socioeconomic Influences, Tables (Data)
Identifiers—*South Dakota
The information about South Dakota presented in this booklet is intended for use by both private and government sector planners and decisionmakers at every level who would profit from knowledge of the character of the underlying trends and forces at work within the State. The first half of the booklet is devoted to the State in general: History and environment; urban and rural population, one standard metropolitan statistical area, population density, households and persons per household, sex and birth rates and age, the nonwhite population, mother tongue of the population, educational attainment, three serious socioeconomic problems, outmigration, unemployment, hidden unemployment and underemployment, employment, employment by industry, employment by occupation, personal income, per capita income, gross State product, rising exports, and poverty. The second section presents a narrative report of the characteristics that combine to form the unique profile of each of the six economic regions (identical to the six planning and development districts designated by the Governor). Reference tables of the principal demographic and socioeconomic statistics for each region are appended. (JT)

ED 137 551 CE 010 512

Lee, Arthur M. Fitzgerald, Dorris
Learning a Living across the Nation. Volume V. Project Baseline. Fifth National Report. Baseline Year: 1974-75 (Fiscal Year 1975). Part 2: Statistical Almanac.
Journal Cit—BBB03062RMQ66000
Northern Arizona Univ., Flagstaff. Project Baseline.
Spons Agency—National Advisory Council on Vocational Education, Washington, D.C.; Office of Education (DHEW), Washington, D.C.
Pub Date—Nov 76
Contract—OEC-0-72-0414
Note—136p.; For a related document see CE 009 927
Available from—Project Baseline, 6502 N. 35th Avenue, Phoenix, Arizona 85017
EDRS Price MF-$0.83 HC-$7.35 Plus Postage.
Descriptors—Adult Education, Annual Reports, Comparative Analysis, Cooperative Programs, Educational Finance, Educational Research, *Enrollment, Enrollment Trends, *Expenditures, *Graduates, Minority Groups, Post Secondary Education, Secondary Education, Sex Differences, Special Programs, *State Federal Aid, Statistical Data, *Tables (Data), Technical Reports, *Vocational Education, Work Study Programs
Identifiers—*Project Baseline, United States
This is the second part of a two-part volume of Project Baseline's annual report on the status of vocational education for the 1974-75 period. It is a statistical almanac containing three major sections and an appendix. Section I contains the tables based on data collected in fiscal year 1975. These tables are divided into four groups: Tables 1-16 include enrollment figures, tables 17-20 concern completions and placements, tables 21-35 present expenditures, and tables 36 and 37 contain teacher and teacher education information. Tables 32-35 show part C and part D expenditures and Federal allocations. Section II (tables 38-72) includes tables based on data collected during the past five years. Comparisons are made between the years by States and by area of concern. The tables are arranged in four sections: Enrollment (tables 38-58), completions and placements (tables 59-62), Expenditures (tables 63-72), and teachers (table 72). Section III consists of miscellaneous tables (73-85). Table 73 depicts the purchasing power of vocational education expenditures over the past 13 years. Table 74 covers enrollment by sex and table 75 depicts enrollment by ethnic group. Table 76 is a 1-year table showing enrollments in special programs. Tables 77-85 give a breakout of enrollments by sex in each of the occupational areas and in special programs. (HD)

ED 137 552 CE 010 515

Tulloch, Rodney W.
Agricultural Education Division, American Vocational Association Convention (Houston, Texas, December 3-8, 1976).
American Vocational Association, Washington, D.C. Agricultural Education Div.
Pub Date—Dec 76
Note—48p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—Abstracts, Adult Farmer Education, *Agricultural Education, Agricultural Research Projects, Innovation, Postsecondary Education, *Speeches, Vocational Agriculture Teachers, Vocational Education
This document contains the abstract of each presentation (approximately 50) of the Agricultural Division, American Vocational Association Convention (1976). Topics covered include agricultural education research, teaching and administration of agricultural education, and teacher education in agriculture. The following are sample paper topics: Identification of the Occupational Competencies Needed in the Area of Agri-Chemicals; Factors Related to the Success of New Mexico Vocational Agriculture Teachers as FFA Advisors; Standards for State Programs as Recommended at the National Seminar; Issues in Administration and Supervision; Time Management for the Teacher of Vocational Agriculture; National Ag Occupations Competency Study; Micro Teaching as an Introduction to Teaching Agriculture; Agricultural Teacher Educator Retreat; Role of the State Supervisory Staff in Local Program Articulation; Status of Legislation for Agricultural Education: The Value of Postsecondary Program Standards in State Supervision and Teacher Education; The Views of a State Superintendent of Public Instruction on Agricultural Education; The Role as a Teacher of Farm Management. (HD)

ED 137 554 CE 010 519

Tyrrell, Margaret Edeltrude
The Preschool Years.
Journal Cit—QAT59178
Rutgers, The State Univ., New Brunswick, N.J. Curriculum Lab.
Spons Agency—New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.
Pub Date—Mar 77
Note—215p.; Photographs may reproduce poorly
Available from—New Jersey Vocational-Technical Curriculum Laboratory, Building 4103, Kilmer Campus, Rutgers University, New Brunswick, New Jersey 08903 ($3.50 plus postage)
EDRS Price MF-$0.83 HC-$11.37 Plus Postage.
Descriptors—*Child Development, Child Rearing, Curriculum, Curriculum Guides, Deaf, *Deaf Education, Instructional Materials, Lesson Plans, *Parenthood Education, Preschool Curriculum, Secondary Education
This student manual, developed and field tested within a State school for deaf students, was written to help teenagers prepare for the role of parent. The need to talk to the child, or to get others to talk to the child, is stressed. Ten major units, each containing from two to eleven lessons, are presented. Each lesson plan includes a title, objectives, information about the subject of the lesson, vocabulary, and assignment. The units are titled The Preschool Child, The Child's Diary, Importance of the Preschool Years, How Children Learn, Speech and Language Development, Creative Plan, Discipline, Physical and Emotional Development, Safety and Health, and Childhood Group Games. A bibliography is appended. (HD)

ED 137 555 CE 010 520

Bailey, Frank A.
The In-Plant Printer.
Journal Cit—QAT59178
Rutgers, The State Univ., New Brunswick, N.J. Curriculum Lab.
Spons Agency—New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.
Pub Date—Feb 77
Note—166p.
Available from—New Jersey Vocational-Technical Curriculum Laboratory, Building 4103, Kilmer Campus, Rutgers University, New Brunswick, New Jersey 08903 ($3.00 plus postage)
EDRS Price MF-$0.83 HC-$8.69 Plus Postage.
Descriptors—Curriculum Guides, Deaf, *Deaf Education, Instructional Materials, Job Skills, Job Training, Layout (Publications), *Learning Activities, Lesson Plans, *Printing, *Skill Development, Vocational Education
This text is an attempt to cover all areas in prepar-

ing deaf students to function in an in-plant printing office. Specific practice tasks are provided in all areas. The titles of the eight units are Introduction to In-Plant Printing and Cold Composition (four lessons), Paper (five lessons), Cold Composition Devices and Machines (fourteen lessons), Layout and Design (eight lessons), Stripping (four lessons), Platemaking (ten lessons), Offset Press Operation (twelve lessons), and Bindery-Finishing (five lessons). Each lesson presents a detailed description of a specific learning activity. Instructional diagrams are included. (HD)

ED 137 556 CE 010 521

Young, Kan Hua

The Role of Education in the Supply and Demand of Educated Manpower. Research Memorandum.

Educational Testing Service, Princeton, N.J.

Report No.—RM-74-18

Pub Date—Oct 74

Note—32p.

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—College Role, Education, Educational Demand, Educational Responsibility, *Educational Supply, Employment Projections, Institutional Role, Labor Supply, Manpower Development, Manpower Needs, *Mathematical Models, *Reading Level, *School Role

Identifiers—United States

This description of a methodology for examining the supply of educated manpower and the demand for their services consists of two major sections, which are devoted to the supply and demand of educated manpower respectively. In the first section, the supply of educated manpower and the demand for educational inputs are considered, the main discussion centering on production of educated manpower. In an illustration of the suggested approach, "educated manpower" is defined as the persons who attain a certain reading ability at a given educational level; and the "production function" is the production function of reading ability. Based on an empirically estimated production function of reading ability for U.S. public schools, the author examines whether the "teachers-don't-count" hypothesis can be accepted and indicates how questions as to whether U.S. public schools operate efficiently can be answered. In the second section the demand for educated manpower and the supply of other goods and services are considered based on the production functions of various industries requiring educated manpower (Only the aggregate production function, using income or earning data as a measure of output, are examined.) The last section considers some of the implications and limitations of the study. (Author/WL)

ED 137 557 CE 010 523

Shortlidge, Richard L., Jr. Brito, Patricia

How Women Arrange for the Care of Their Children While They Work: A Study of Child Care Arrangements, Costs, and Preferences in 1971.

Journal Cit—BBB13219

Ohio State Univ., Columbus. Center for Human Resource Research.

Spons Agency—Employment and Training Administration (DOL), Washington, D.C.

Pub Date—Jan 77

Note—61p.

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—Blacks, Caucasians, *Child Care, *Costs, Day Care Services, *Family Characteristics, Geographic Location, *Individual Characteristics, Marital Status, Policy Formation, Preschool Children, *Working Women

Identifiers—United States

The analysis presented in this report was designed to make available to policymakers a comprehensive study of child care arrangements, preferences, and costs as of 1971, using data from the National Longitudinal Surveys of Women and Young Women. This analysis yields results which both complement and update the earlier Low and Spindler report titled "Child Care Arrangements of Working Mothers in the United States (ED 040 738). Data is presented according to the study sample, which was divided into two racial groups–blacks and whites–which were further subdivided into three categories by the age of the woman's youngest child. (These categories are women whose youngest child was under three years of age, three to five years of age, and six to thirteen years of age, referred to in the study as infants, preschoolers, and young school-aged children, respectively.) This report is divided into four major sections. The first section explores the kinds of child care arrangements used by employed mothers. The second section examines child care expenditures. The third section analyzes the characteristics of women who prefer some form of child care other than their current arrangement. The fourth section summarizes and emphasizes the policy implications of the findings. Nineteen tables of comparative data are included. (WL)

ED 137 558 CE 010 524

The New Hampshire High School Career Education Model. Program Assessment System and Conceptual Framework for High Schools in New Hampshire.

Journal Cit—RMQ66000

Keene State Coll., N.H. New Hampshire State Dept. of Education, Concord.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—Jun 76

Note—64p.

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—Administrator Guides, *Career Education, Comprehensive Programs, *Educational Assessment, *Educational Objectives, *Evaluation Criteria, Evaluation Methods, Needs Assessment, Program Development, *Program Evaluation, Program Improvement, Questionnaires, Records (Forms), Resource Materials, School Community Relationship, Secondary Education, State Programs

Identifiers—*New Hampshire

A model of an "ideal" high school career education program with a system for assessing a high school's progress toward the ideal are presented in this document. An introduction describes briefly the source of the model, a project to demonstrate the most effective methods and techniques of career education at the secondary level in four high schools in New Hampshire. Part 1 is the system for assessment of high school career education efforts. It is made up of (1) six questionnaires, one on each career education goal, (2) goal prioritizing forms, (3) a community partnership checklist to rate school and community involvement; and (4) a summary profile form to graphically display career education development in a one-page format. Part 2 is a conceptual framework for high schools in New Hampshire. It includes 13 comprehensive goals (from which the 6 career education goals were selected) with a list of general conditions that should be met if each goal is to be achieved. Part 2 also includes a more complete discussion of many of the aspects to be assessed in Part 1 and provides the philosophy behind the assessment system. (TA)

ED 137 561 CE 010 537

Campbell, Dale F.

Performance Oriented Programs of Faculty Development.

Pub Date—22 Mar 77

Note—10p.; Speech presented at the annual convention of the Association for Supervision and Curriculum Development (Houston, Texas, March 22, 1977)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—Course Descriptions, *Course Organization, Curriculum Development, *Performance Based Teacher Education, Post Secondary Education, Skill Development, Speeches, Teacher Education, Teaching Skills, *Technical Education

Identifiers—*Air Force

The Technical Instructor Course at Lackland Air Force Base is (according to the author) effectively preparing Air Force men and women as competent instructors in a wide variety of highly skilled technical specialties for the over 3500 courses conducted with Air Training Command. The course was developed to meet the need for qualified experienced technicians as competent technical instructors. Of approximately six weeks duration, the course is divided into two blocks of instruction. Block I is four weeks and three days in the classroom, and Block II is two weeks of practice teaching. Some of the broad topics that are covered in the course are learning processes, communicative skills, instructional objectives, methods and techniques, media, tests and measurement, counseling, and practice teaching. The program (which is fully described in this paper) is helping to meet the Air Force's need and has possible application for other institutions in upgrading the instructional methodology and technique requirements of qualified technicians selected to become instructors. (HD)

ED 137 562 CE 010 538

Proceedings. Leadership Conference for Instructors and Administrators in Allied Health and Nursing (Louisville, Kentucky, February 16-18, 1976).

Journal Cit—BBB14411

Georgia Univ., Athens. Div. of Vocational Education.

Spons Agency—Health Resources Administration (DHEW/PHS), Atlanta, Ga. Region 4 Office.

Pub Date—76

Contract—294-74-0008

Note—339p.

EDRS Price MF-$0.83 HC-$18.07 Plus Postage.

Descriptors—*Change Strategies, Conferences, Curriculum Development, Health Occupations Education, *Health Services, Higher Education, *Leadership, *Manpower Utilization, *Nursing, Post Secondary Education, Professional Personnel, *Program Administration, Program Improvement, Public Health Legislation, Trend Analysis

Identifiers—*Allied Health Professions

The primary purpose of the conference described in this report was to provide a special type of leadership experience in the health professions for graduate assistants, fellowship recipients, and selected workshop participants who had demonstrated a high level of readinesss for opportunities to develop their leadership competencies. Titles of conference presentations included are "Current Health Issues in International Perspective," "Leadership in Relation to National Health Legislation," "Implementation of National Health Legislation," "Innovation and the Change Process," "Roles and Responsibilities for Effecting Change," "In the Forefront of Change–Nonconventional Approaches to Diagnosis and Treatment," "Utilizing Information Storage and Retrieval Systems," "The Faculty Member as Change Agent," "Developing and Implementing Curriculum Innovation," "Effecting Change in the Distribution of Health Manpower," "Approaches to the Development of Leadership Skills and Strategies for Change," and "Putting Knowledge to Work: Patterns and Trends in Health Personnel, Relating Patterns and Trends to Public Law 93-641, and Are There Solutions?" The appendixes include names and addresses of advisory committee members, conference staff, and conference participants; and other information relating to legislation, professional organizations, and the conference discussions. (HD)

ED 137 564 CE 010 540

Marshall, Martha And Others

Gourmet Foods. Course of Study.

Montgomery County Public Schools, Rockville, Md. Div. of Career and Vocational Education.

Pub Date—76

Note—48p.

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—*Cooking Instruction, Curriculum Guides, Elective Courses, Food Service Occupations, *Foods Instruction, Instructional Materials, *Occupational Home Economics, Senior High Schools, Teaching Guides, *Units of Study
Identifiers—Gourmet Foods

Four units are included in this curriculum guide for a semester elective credit course in gourmet foods for high school juniors and seniors: (1) Introudction to the Course, and the Development of "A Gourmet," intended to facilitate defining and participating in planning the course program and goals, (2) "Basic Food Preparation for Gourmets," designed to help students comprehend and apply various basic cooking principles in the preparation of creative and artistic foods. (3) "Meals with American Regional and International Flavor," an opportunity for students to become familiar with the cultures, religious beliefs, social practices, family traditions, and food preparation and service of various regions in the United States and in other countries, and (4) "Career Opportunities Related to Foods," to stimulate students to investigate and become familiar with the various career opportunities available in the food industry. Subunits within each unit contain instructional objectives, generalizations (concepts to be taught), suggested student learning experiences, and resources. Also included are a suggested 18-week schedule for the four units, suggested class organization and general notes on approach to teaching, suggestions for student shopping experiences, lists of suggested food preparations listed by country, a separate resource list for careers related to foods and nutrition, addresses for ordering films and filmstrips, and lists of community trips, field trips, local established restaurants, and international food grocers and embassies in the Washington, D. C. area. (HD)

ED 137 565 CE 010 545

Tully, G. Emerson
Credit by Examination and the Professional Development of Vocational Education Teachers.
Journal Cit—BBB13930
State Univ. System of Florida, Tallahassee.
Spons Agency—Florida State Dept. of Education, Tallahassee. Div. of Vocational Education.
Pub Date—6 Apr 77
Note—12p.; Paper presented at the American Educational Research Association Annual Meetign (New York City, New York, April 6, 1977)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—*College Credits, College Placement, Comparative Analysis, Credits, Educational Research, Higher Education, Professional Education, Questionnaires, *Standardized Tests, *Teacher Improvement, Teacher Motivation, *Teacher Promotion, *Vocational Education, *Vocational Education Teachers
Identifiers—College Level Examination Program, *Florida

Approximately three years after a sample of vocational education teachers in Florida took the General Examinations, College-Level Examination Program (CLEP), the impact of the use of CLEP scores by teachers (392) in their professional development was assessed. Indicators of professional growth were teaching rank, salary, and degree status. Teachers who used CLEP for credit and/or admission to degree programs in vocational education advanced in rank and degrees held with greater frequency than teachers making no use of their scores. No difference in salary increases between the two groups was found. Subjects overwhelmingly endorsed the use of credit for prior off-campus learning in furthering their professional development. Conditions favorable to the study prevailed in Florida when the study was made: (1) The CLEP tests were given at no cost to the teachers, (2) State universities in Florida modified their admissions standards to allow subjects to enter degree programs of study with CLEP scores, and (3) a uniform cutoff score was used by the universities for granting credit for CLEP. Unless a generally similar set of circumstances prevailed elsewhere, the degree of association between the use of CLEP scores and indicators of professional growth reported in this study might not occur. (Author/HD)

ED 137 566 CE 010 548

Program Plan for Fiscal Years 1977-1978. Education and Work Group. National Institute of Education.
National Inst. of Education (DHEW), Washington, D.C. Education and Work Group.
Pub Date—Feb 77
Note—299p.
EDRS Price MF-$0.83 HC-$15.39 Plus Postage.
Descriptors—Abstracts, Adult Education, *Career Education, *Educational Research, Elementary Secondary Education, *Federal Programs, Information Dissemination, Needs Assessment, Post Secondary Education, *Program Design, *Research Projects, School Industry Relationship
Identifiers—*National Institute of Education, NIE, *United States

The 1977-78 program plan is presented for the National Institute of Education (NIE) Education and Work Group, which sponsors research on the nature of the relationship between schooling and work and develops programs which aim at increasing the ability of youth and adults to choose, enter, and progress in careers without regard to the barriers imposed by sex or race on career aspirations. Background on the need for national research and development in career education, goals and conceptual framework for the NIE career education program (in progress since 1973), and sub-problems identified for addressing the goals are discussed in detail. Nine strategy packages are then presented for program. Each describes the problem, recent history, projected 1977 activities, relationship to earlier work, and references. Headings for the strategy packages are (1) career decisionmaking and measurement of career information, (2) career awareness and career choices, (3) restricted occupational socialization in young children, (4) counseling and information services, (5) expanding career exploration opportunities for junior high, senior high, and postsecondary students, (6) work skills required when mobility rather than occupational stability is typical, (7) coordinated planning for career preparations, (8) certification of occupational competencies after Griggs, and (9) adult continuing education. The remainder of the book (over half the total contents) consists of abstracts of over 100 projects completed or in progress. Each includes name and address of the principal researcher, project description, contract number, and funding level. Projects are indexed by principal researcher, topic, and name of affiliate, firm, or institution. A list of NIE publications on education and work is also included. (TA)

ED 137 567 CE 010 550

Altenderfer, Marion
Analytical and Data Needs for Health Manpower Planning. A Pragmatic Overview. Report No. 76-46.
Health Resources Administration (DHEW/PHS), Bethesda, Md. Bureau of Health Manpower.
Pub Date—20 Feb 76
Note—42p.; Best copy available
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—Administrator Role, Data Analysis, *Data Collection, Employment Projections, Health Occupations Education, *Health Personnel, *Information Needs, Information Utilization, Labor Supply, *Manpower Needs, Manpower Utilization, *Planning, *Professional Personnel

Practical observations are offered in this report on health manpower information data and analyses to provide assistance to health planners in carrying out manpower activities more effectively. Problems and considerations discussed are as follows: Timeliness and accuracy of data, comparability of definitions and coverage, confidentiality problems, disaggregation of data, sample vs. universe surveys, employer/health care setting, no data for data's sake, and flexible approach. Also discussed are broad categories of data needed, and the following areas relating to determining current health manpower supply and requirements: Characteristics of population served; number, characteristics, and distribution of practitioners; allied health manpower; requirements standards; and health manpower education. Supply projections, requirements projections, assumptions for projections, and use of models are discussed in relation to determining future health manpower supply and requirements. A brief review of priorities for data collection concludes this report. (TA)

ED 137 569 CE 010 557

Adult Competency Instructional Guide Based on Adult Performance Level Studies. Career Education for Adults. Consumer Economics Module. Health Module.
Journal Cit—BBB12037RMQ66000
Auburn Univ., Ala. Dept. of Vocational and Adult Education.
Spons Agency—Alabama State Dept. of Education, Montgomery. Div. of Adult Basic Education.; Office of Education (DHEW), Washington, D.C.
Pub Date—[74]
Note—481p.
EDRS Price MF-$1.00 HC-$26.11 Plus Postage.
Descriptors—*Adult Education, Basic Skills, Communication Skills, *Consumer Education, *Curriculum, Curriculum Guides, *Health Education, Instructional Materials, Interpersonal Competence, Learning Modules, *Performance Based Education, Problem Solving
Identifiers—Adult Performance Level, Alabama

Developed at Auburn University, Alabama, and based on Adult Performance Level (APL) research conducted at the University of Texas, the two teaching modules for adult career education in this curriculum guide are for the health and for the consumer economics curriculum areas. Focus is on development of basic skills in communication, problem solving, and interpersonal relationships. The format for each module is the same: performance objectives broken down into tasks followed by suggested instructor activities, learner activities, and resources for each task. Suggested advanced tasks for certain performance objectives are also included in each module along with a bibliography for suggested resources not included under the individual tasks. The instructional goal stated for the consumer economics module is to manage a family economy and to demonstrate an awareness of sound purchasing practices. It contains 19 performance objectives. The instructional goal stated for the health module is to insure good mental and physical health for the individual and the family. Material is organized around nine performance objectives. (HD)

ED 137 570 CE 010 559

Resnick, Harold S. Carmody, Shirley H.
Analysis and Synthesis of Competencies Needed by Vocational and Career Educators: Phase I of a Professional Development Study for Massachusetts.
Journal Cit—BBB07126RMQ66000
Boston Univ., Mass. School of Education.
Spons Agency—Massachusetts State Dept. of Education, Boston. Div. of Occupational Education.; Office of Education (DHEW), Washington, D.C.
Pub Date—Jan 77
Note—358p.
EDRS Price MF-$0.83 HC-$19.41 Plus Postage.
Descriptors—Administrative Personnel, *Career Education, Coordinators, *Educational Research, Elementary School Counselors, Elementary School Teachers, *Job Skills, Literature Reviews, *Performance Based Teacher Education, Research Reviews (Publications), Secondary School

Counselors, Secondary School Teachers, *Teaching Skills, *Vocational Education, Vocational Education Teachers
Identifiers—Massachusetts
This report describes the rationale for competency-based vocational teacher education, and a methodology by which synthesized competency lists for the preparation of vocational and career education personnel at various levels were developed during Phase 1 of a project to examine the applicability of competency-based teacher education to Massachusetts. Synthesized competency lists are included for vocational educators at the teacher, middle manager, and administrator levels. Competency statements are also included for personnel to administer career education programs at the elementary, junior, and senior high levels, including counselors, coordinators, and administrators. Findings and recommendations for the project are presented. The appendixes (more than half of the total contents) include all original sources of competency studies used in this project. (The intention is that the document may be used as a comprehensive compilation of research in this field.) Competency lists contained in the appendixes are as follows: Model Curricula for Vocational and Technical Teacher Education: Performance Elements and Examples of Module Titles and Performance Objectives; For Initial Teacher Preparation in Both Broad-Based Vocational Education and Specific Service Areas; For Middle Management Positions; For Administrative Positions; For New And Related Areas–Career Education, Community College Instructions, Part Time Vocational Education Call Staff, and Vocational Counselors. The career education competency questionnaire is also appended. (TA)

ED 137 573 CE 010 565
Cerf, Carol
Trends Affecting the U.S. Health Care System. Health Planning Information Series.
Journal Cit—BBB09996
Aspen Systems Corp., Germantown, Md.Cambridge Research Inst., Inc., Mass.
Spons Agency—Health Resources Administration (DHEW/PHS), Bethesda, Md.
Report No.—HRA-76-14503
Pub Date—Jan 76
Contract—HRA-230-75-0072; HRA-230-75-0073
Note—483p.
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D. C. 20402 (Stock Number 017-022-00483-6, $5.60)
EDRS Price MF-$1.00 HC-$26.11 Plus Postage.
Descriptors—*Costs, *Delivery Systems, Demography, Environmental Influences, Federal Government, Financial Support, *Government Role, Health Facilities, Health Insurance, *Health Services, Hospitals, Manpower Development, Medical Research, Nurses, Physicians, Program Administration, Technological Advancement, *Trend Analysis
Identifiers—*United States
This integrated review of national trends affecting the health care system is primarily intended to facilitate the planning efforts of health care providers and consumers, Government agencies, medical school administrators, health insurers, and companies in the medical market. It may also be useful to educators as a textbook to give their students some understanding of the complex interaction of various forces inside and outside the U.S. health care system. The document contains four chapters: (1) Changes in the Environment Affecting the Health Care System (Population Characteristics and Trends, Technology, and Disease Trends), (2) Government Programs and Regulation (The Government's Role in Disease Prevention and Health Research, The Government's Role in Determining the Supply of Health Manpower, Government Financing and Regulation of Health Facility Construction and Operation, The Government's Role in the Provision and Organization of Health Services, Government Financing of Health Care, Regulation of Health Service Costs and Utilization, and Implications for Health Care Providers), (3) Trends in Health Care Costs and Methods of Payments (Overall Trends in Health Care Expenditures and Costs, Hospital Expenses, The Growth of Health Insurance, Use of Health Insurance to Control Costs, National Health Insurance (NHI), Health Maintenance Organizations (HMO's), Foundations, and Appendix: The Kaiser Plan), and (4) The Health Care System (Organization of the Health Care System, Hospitals, Doctors, and Nurses). A 5-page summary and a 20-page bibliography are included. (HD)

ED 137 575 CE 010 584
Epstein, Rosalie Goldstein, Judith
U.S. Workers and Their Jobs: The Changing Picture. Bulletin 1919.
Bureau of Labor Statistics (DOL), Washington, D.C.
Report No.—BLS-1919
Pub Date—76
Note—39p.
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 029-001-01917-3/Catalog No. L2.3:1919 ($0.60)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—*Economic Change, Employment Statistics, *Employment Trends, Historical Reviews, Labor Economics, *Labor Force, Occupations, *Statistical Data, *Trend Analysis
Identifiers—*United States
Based on data from some of the Bureau of Labor Statistics' major statistical publication series, this booklet contains 16 graphic charts to illustrate patterns of change in the American economy and labor force. Charts depict (1) U.S. total labor force (1800-1975), (2) index of output per hour of all persons, total private economy (1909-1975), (3) persons employed in agriculture (1900-1975), (4) employees on nonagricultural payrolls by industry sector (1925-1975), (5) employment in selected occupations–computer programmers, data processing machine repairers, stenographers, and elevator operators–(1960-1985), (6) labor force participation rates by sex (1950-1975), (7) unemployed as percent of civilian labor force (1946-1975), (8) unemployed as percent of civilian labor force by race (1950-1975), (9) consumer price index for urban wage earners and clerical workers (1955-1975), (10) hourly earnings index, production and nonsupervisory workers in the private nonfarm economy (1967-1975), (11) employee compensation, manufacturing production workers, percent distribution (1959 and 1974), (12) educational attainment of the civilian labor force, percent distribution (1952 and 1975), (13) proportion of workers covered by Federal and State unemployment insurance programs (1938 and 1974), (14) U.S. membership in labor unions and membership as a proportion of labor force (1930-1974), (15) work stoppages: Idleness as a percent of total estimated working time, and (16) U.S. total labor force by sex: Projections to 1990. A list of the Bureau's regular publications, which provide greater statistical detail as well as information on how the data are obtained, is included. (JT)

ED 137 576 CE 010 587
Speary, William A.
A Project to Rewrite and Restructure the Competitive Events for the Distributive Education Clubs of America, Texas Association. Final Report.
Journal Cit—BBB07723
Houston Univ., Tex. Dept. of Business Technology.
Spons Agency—Texas Education Agency, Austin. Div. of Occupational Research and Development.
Pub Date—[77]
Note—173p.
EDRS Price MF-$0.83 HC-$8.69 Plus Postage.
Descriptors—Behavioral Objectives, Clubs, *Curriculum Development, *Distributive Education, Evaluation Criteria, Food Service, Instructional Materials, *Learning Activities, Marketing, Material Development, Merchandising, *Performance Based Education, Retailing, State Programs, Student Organizations, Vocational Education, Wholesaling
Identifiers—*Distributive Education Clubs of America, Texas
A project is reported which accomplished the following objectives: (1) Developed greater awareness among high school distributive education teacher-coordinators and State and area staff toward the competency based concept as applied to the Texas DECA (Distributive Education Clubs of America) Association's competitive events program, (2) identified major research and development efforts that focused upon the competency-based approach in distributive education, (3) prepared a core of 10 teacher-coordinators to provide leadership in their area as the competency-based competitive events are implemented on a full-scale basis at the area and State levels, (4) developed a philosophy, implementation plan, and system of recognition for the events program in Texas, (5) developed competency-based competitive events for 10 occupational categories at two levels: Master employee and manager-owner, and (6) consulted with State and area staff in operating competency-based competitive events at the 1977 area and State conferences in five occupational categories at one level, master employee. About one-sixth of the report consists of the project overview; lists of recommendations on philosophy, operations, recognition, and event identification system; a list of the project staff; guidelines for writing of competitive events; and thoughts on evaluation instruments for the DECA experimental competitive events. The major portion of the document is the competency-based event summaries developed in 10 occupational areas: (1) Apparel and accessories, (2) automotive, (3) food marketing, (4) food service, (5) general merchandising, (6) hardware, (7) home furnishings, (8) petroleum, (9) retail trade, other, and (10) wholesaling. A total of 200 events are included, one for 10 different instructional areas at two levels (master employee and manager-owner) within each occupational area. Each summary includes a list of competencies the event evaluated (knowledge, skills, and attitudes) and a description of the event. (JT)

ED 137 577 CE 010 589
Davis, Bettie
A Career Education Project for the Texas School for the Deaf. Career Education: An Innovative Approach to Relevant Education. Final Report.
Journal Cit—BBB05691
Texas School for the Deaf, Austin.
Spons Agency—Texas Education Agency, Austin. Dept. of Occupational Education and Technology.
Pub Date—Aug 76
Note—91p.
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors—Career Education, *Curriculum Development, *Deaf Education, Elementary Secondary Education, *Inservice Teacher Education, Program Descriptions, Program Evaluation, Resource Materials, *Teacher Developed Materials, Teacher Workshops
Identifiers—Texas, Texas School for the Deaf
A career education project was conducted at the Texas School for the Deaf (TSD) to develop a plan of implementation of career education for grade levels 1-12, to train teachers in career education concepts and techniques and in how to write curriculum materials, to develop and duplicate teacher guides and materials for grade levels 1-8, and to initiate plans for an accountability and recording system. Methods used to accomplish the objectives fall into four categories: Work of an operational staff, efforts

of a career education workshop for teachers, duplication of materials for teachers' guides for grades 1-8, and services of an evaluator/program developer. A detailed description of specific results achieved in each of these areas is provided, as well as results of the career education workshop participant reactionnaire. Appendixes contain evaluation results of the curriculum writing workshop; a sample unit including objectives, activities, resources, and vocabulary; participant reactionnaire form; measurement instruments reviewed for possible use in TSD career education, and teacher classroom forms. (TA)

ED 137 578 CE 010 590

Kapes, Jerome T. Mason, Suzanne L.

Dissemination of Vocational Development Research. Final Report.

Journal Cit—BBB02135BBB09463

Lehigh Univ., Bethlehem, Pa.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; Pennsylvania Research Coordinating Unit for Vocational Education, Harrisburg.

Pub Date—Aug 76

Note—47p.

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Counselors, Educational Experience, Educational Research, Employment Experience, Guidance Personnel, Higher Education, High School Graduates, *Information Dissemination, *Job Placement, Longitudinal Studies, *Occupational Guidance, Program Effectiveness, *Relevance (Education), Research Projects, Research Utilization, Secondary Education, *Staff Improvement, Student Experience, Student Opinion, *Vocational Development, Vocational Education, Vocational Followup

Identifiers—*Pennsylvania

The objective of the Pennsylvania longitudinal vocational development study was to produce and disseminate vocational development research to vocational directors and counselors to help them have an impact on vocational guidance and job placement activities. Ministudies were conducted using previously collected data relating in-school student and program data to out-of-school success and satisfaction. Findings from the studies were written in eight monthly reports (which are appended), from October 1975 through May 1976, and sent to all area vocational-technical schools as well as selected university and State education personnel. The ministudy dealt with such topics as student experiences with high school, job, and college; success after high school as measured by job status, salary, and college achievement; sex and curriculum differences related to success and satisfaction; and several other issues. Although school personnel offered lip service concerning the usefulness of this type of research, no invitations were received to visit schools and help school personnel to use the results of the research, so the extent to which the impact part of the objective was met is questionable. (MF)

ED 137 580 CE 010 594

Grasso, John T.

On the Declining Labor Market Value of Schooling.

Pub Date—Apr 77

Note—52p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York City, April 4-8, 1977)

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—*College Graduates, Economic Change, Economic Research, *Educational Benefits, *Employment Trends, Higher Education, *Income, *Labor Market, Research Reviews (Publications), Statistical Data, Statistical Studies, Trend Analysis, Vocational Followup

Issues regarding the relationship between schooling and labor market success are examined in this paper through review of previous research and consideration of additional data. The review of existing evidence on the changing labor market position of college graduates focuses on the work of Margaret Gordon and Richard Freeman with some attention to several other authors whose work is closely related to theirs. A reanalysis of questions on the relative earnings of recent college graduates uses data from two sources: The Current Population Report's series "Consumer Income" and data on the experiences of new labor market entrants since 1967 taken from the National Longitudinal Surveys sponsored by the Department of Labor. On the issue of whether there have been changes in relative earnings among recent male college graduates, the author concludes that the existing work is incomplete and involves inappropriate comparisons, casting doubt on the usefulness of findings and implications. He draws the following conclusions from reanalysis of published data: (1) There are declines in relative earnings among new labor market entrants as a group and (2) declines in relative earnings among older and more experienced college graduates. He contends that results do not support the hypothesis that a recent oversupply of college graduates has led to declines in relative earnings among new college graduates. (Author/JT)

ED 137 581 CE 010 599

Bunnag, Jane

Needs Appraisal.

United Nations Development Program, Bangkok (Thailand).

Report No.—RB-382

Pub Date—16 Feb 76

Note—27p.

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Action Research, Agricultural Research Projects, Check Lists, Cultural Factors, *Developing Nations, Economic Development, Family Planning, *Needs Assessment, Program Planning, *Research Criteria, *Research Needs, Social Planning, *Socioeconomic Influences, Technical Assistance

The discussion paper consists principally of two checklists of preoperational research needs for development projects in developing nations. (Preoperational research is focused on the possibility or feasibility of introducing a given innovation, its implications, and necessary modification.) The checklists, the first on factors relevant for agricultural program planners and the second on implications for a family planning project, group preoperational research needs as quantitative and qualitative data in nine categories: Kinship, economic and political and bureaucratic structure, legal system, educational system, medical/nutritional/-sanitary beliefs and practices, religion and ethics, other cultural factors, and current exposure to other innovations. The author contends that it is useful to systematize needed information so that the social planner may be made aware of the multiplicity of factors affecting his projected input in a development activity, e.g., his introduction of new agricultural techniques or of a contraceptive device. (MF)

ED 137 582 CE 010 614

Cava, Karen

Job Placement Center. Final Report.

Journal Cit—BBB02135BBB09463

Allegheny Intermediate Unit, Pittsburgh, Pa.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; Pennsylvania Research Coordinating Unit for Vocational Education, Harrisburg.

Pub Date—10 Feb 77

Note—82p.

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors—Disadvantaged Youth, Guidance Centers, *Guidance Services, High School Graduates, *Interagency Cooperation, *Job Placement, Occupational Guidance, Post Secondary Education, Private Schools, Program Descriptions, *Program Development, Program Evaluation, Public Schools, Questionnaires, *School Districts, Secondary Education, Vocational Counseling, Workshops

Identifiers—*Pennsylvania, Pennsylvania (Allegheny County)

The Job Placement Center project implements those job placement services outlined in the "School-Based Job Placement Model" (ED 077 959), developed in 1972 by the Pennsylvania Research Coordinating Unit for Vocational Education. The project's purpose was to assimilate and extend this model to meet the job placement needs of 46 suburban school districts in Allegheny County (Pennsylvania). The seven project objectives related to establishing student workshops and information and evaluation centers, and conducting student placement and followup activities. The Intermediate Unit-Based Job Placement Center was designed to assist all public and nonpublic school students in grades 9-12, excluding students in the Pittsburgh City Schools. Its services were also available to those high school graduates of the 46 school districts, area vocational-technical schools, and nonpublic schools who had been out of school less than nine months. Two major evaluations were carried out in the project: (1) Evaluation of the job information workshops completed by participants at the conclusion of each workshop and (2) overall evaluation of the job placement center project through questionnaires sent to counselors, parents, and students. Although survey data indicated that several components of the program should be improved, overall it was concluded that the services of the Job Placement Center program were helpful, and it received favorable ratings in its first year of operation. The first five pages of the document contain the project report. The remainder of the document contains 10 appendixes of materials used in the project, including letters, brochures, sample forms, evaluation questionnaires, and questionnaire results. (TA)

ED 137 584 CE 010 626

Bowen, Gordon E.

Employment Outlook for 1976 College Graduates in New England. Regional Report Number 76-4.

Bureau of Labor Statistics (DOL), Boston, Mass. New England Regional Office.

Pub Date—76

Note—23p.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—Accounting, Affirmative Action, Business Administration, *College Graduates, *Employment Opportunities, Employment Potential, *Employment Projections, Employment Trends, Engineering, Health Occupations, Job Market, Job Placement, *Labor Supply, Liberal Arts, *Manpower Needs, Occupational Guidance, Personnel Selection, Sciences, Socioeconomic Influences, *Student Recruitment, Teaching, Technology

Identifiers—*New England

Primary information furnished by college placement directors in New England revealed that recruiting for the 1976 New England college graduates started slowly in the fall of 1975 but picked up in the early months of 1976. Most placement officials reported slight increases in the number of recruiters visiting college campuses. Chemical engineers continued to be actively sought but civil engineers' prospects were hurt by weakness in the construction industry. Accounting majors were receiving attractive offers but supply may be outrunning the demand for them. The health field had many openings although registered nurses, for example, might not have been selected for their first choice of a position. In the middle as far as job opportunities were concerned were the graduates in the business area. Graduates with majors in scientific fields and those with computer science courses should have been able to find suitable positions. Those with majors in education, humanities, and social sciences, on the other hand, found it more difficult to find jobs for which they had been trained.

This report also discusses government spending in relation to college graduates, recruiting to meet affirmative action goals, relocation, and the value of a college education. (TA)

ED 137 585 CE 010 627

Bowen, Gordon E.

Employment Outlook for 1975 College Graduates in New England. Regional Report Number 75-5.

Bureau of Labor Statistics (DOL), Boston, Mass. New England Regional Office.

Pub Date—[75]

Note—18p.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—Accounting, Affirmative Action, Agriculture, Associate Degrees, Business Administration, City Planning, *College Graduates, Criminal Law, *Employment Opportunities, Employment Potential, *Employment Projections, Employment Trends, Engineering, Graduates, Health Occupations, Higher Education, Job Market, Job Placement, *Labor Supply, Liberal Arts, Library Science, *Manpower Needs, Ocean Engineering, Personnel Selection, Socioeconomic Influences, *Student Recruitment, Teaching, Technology

Identifiers—*New England

Based on interviews with placement officers at more than 24 colleges in New England and information sought from corporate placement officials and college seniors, the job outlook for many 1975 New England college graduates seemed favorable according to early spring indications. Campus recruiting, as measured by the number of firms scheduling campus visits, was fairly active in late 1974 but worsened as the economic downturn continued in 1975. In areas of occupation, demand for most engineers was relatively favorable, there was a strong demand for accounting majors, and some encouragement for general business graduates, but liberal arts and science graduates faced a less favorable outlook. There were favorable opportunities in the health field, while teaching jobs continued to be scarce; other fields offered mixed opportunities. Other fields/topics discussed in this report are agriculture, communication, computer sciences, conservation, library science, oceanography and ocean engineering, pharmacists, urban planning, criminal justice, associate degree graduates, effects of affirmative action plans, effects of the energy crisis on 1975 recruiting, and the search for a job. (TA)

ED 137 586 CE 010 630

Broadcast Operator Handbook. Radiotelephone 3rd Class Operators' Permit. Broadcast Endorsement. First Edition.

Journal Cit—BBB04757

Spons Agency—Federal Communications Commission, Washington, D.C.

Pub Date—Mar 76

Note—103p.; Prepared by the staff of the Field Operations Bureau of FCC

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D. C. 20404 (Stock Number 004-000-00329-2, $2.60)

EDRS Price MF-$0.83 HC-$6.01 Plus Postage.

Descriptors—*Certification, Federal Government, *Laws, Manuals, Occupational Tests, *Radio, Study Guides

Identifiers—*Broadcasting, *Broadcast Operators, Federal Communications Commission

Intended to serve as a practical study guide for those applicants interested in obtaining the Radiotelephone Third Class Operator Permit with the endorsement to operate broadcast radio stations, this manual is also designed to be helpful as a concise reference for those operators already active in the field of broadcasting. Chapters 1 and 2 are concerned with basic law (provisions of laws, treaties, and regulations with which every operator should be familiar) and basic operating practice (radio operating procedures and practices generally followed or required in communicating by means of radiotelephone stations). The remaining chapters and the sample test, which is appended, are devoted to basic broadcasting (basic regulatory matters applicable to the operation of AM, commercial FM, and noncommercial educational FM broadcast stations). Basic broadcasting chapter headings are these: The Operator, The Fundamentals, Modulation, Operating Power, Directional AM Stations, Meters, Remote Control, Antenna Lighting, FM: Stereo and SCA, Emergency Broadcast System (EBS), Malfunctions, Station Identification, Documents and Logs, and Related Topics. Illustrative diagrams are included throughout the handbook. Sample copies of AM station, directional AM station, and FM station licenses are appended. (JT)

ED 137 588 CE 010 632

Zelker, Thomas M.

Forest Interpreter's Primer on Fire Management.

Forest Service (DOA), Washington, D.C.

Report No.—TT-53-1660-2300

Pub Date—Jul 76

Note—83p.

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors—Environmental Education, Fire Fighters, *Fire Protection, Fire Science Education, *Forestry, Management, Manuals, *Natural Resources

Identifiers—*Forest Service, United States

Specifically prepared for the use of Forest Service field-based interpreters of the management, protection, and use of forest and range resources and the associated human, cultural, and natural history found on these lands, this book is the second in a series of six primers on the multiple use of forest and range resources. Following an introduction to fire management, there are 12 main chapters: (1) Fire History, (2) Fire Triangle, (3) Fire Physics, (4) Fire Behavior, (5) Weather, (6) Topography, (7) Fuels, (8) Fire Management, (9) Forest and Range Fire Control, (10) Prescribed Fire, (11) Fire Management Research and the Future, and (12) The Need for Fire Management. Also included are a list of 99 facts of interest about fire and fire management and a list of references for suggested additional reading. Forest interpretation is defined briefly (a communications program which offers a service to the visitor through opportunities for on-the-ground guide or "do-it-yourself" learning experiences) and the role of the forest interpreter (usually temporary summer employees–experienced high school or college teachers of the natural sciences) is described. (JT)

ED 137 589 CE 010 633

National Apprenticeship Standards for the UAW.

Manpower Administration (DOL), Washington, D.C. Bureau of Apprenticeship and Training.

Pub Date—75

Note—27p.

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—*Apprenticeships, Career Ladders, Federal Government, *Labor Standards, *Labor Unions, *On the Job Training, Skilled Labor, Skilled Occupations, *Standards

Identifiers—*United Automobile Workers

National apprenticeship standards are listed, which were developed by the International Union, United Automobile, Aerospace & Agricultural Implement Workers of America (UAW) in cooperation with the Bureau of Apprenticeship and Training, Manpower Administration, U.S. Department of Labor. The preface describes the context for application, e.g., a guide for development of local standards of apprenticeship in the transfer of skills by the journeyman to the apprentice, the UAW journeyman acts as an on-the-job trainer, and although application of apprenticeship programs differs among the various industries, there are similarities in basic job skills. The approved standards are listed under 20 headings: Definitions, equal opportunity in apprenticeship, apprenticeship eligibility requirements, credit for previous experience, term of apprenticeship, grace period, hours of work, ratio, discipline, wages, related instruction and school attendance, local joint apprenticeship committee, coordinator of apprentices, consultants, seniority, apprenticeship agreement, certificate of completion of apprenticeship, tool allowance, approval and modification of standards, and safety. Federal laws affecting the employment of apprentices and the apprenticeship agreement are summarized, and a list of Federal regional offices and State and territorial agencies for apprenticeship is included. (MF)

ED 137 591 CE 010 639

Job Placement Handbook.

Journal Cit—BBB14460

Los Angeles Unified School District, Calif. Div. of Career and Continuing Education.

Spons Agency—California State Dept. of Education, Sacramento. Manpower Education Unit.

Pub Date—[76]

Note—45p.

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Administrator Guides, Advisory Committees, Counselor Role, Guidance Personnel, *Guidelines, Instructor Coordinators, Job Analysis, Job Development, *Job Placement, Program Coordination, Records (Forms), School Community Relationship, Secondary Education, Staff Role, *Student Placement, Vocational Education, Work Experience Programs

Identifiers—California, California (Los Angeles)

Designed to serve as a guide for job placement personnel, this handbook is written from the point of view of a school or job preparation facility, based on methodology applicable to the placement function in any setting. Factors identified as critical to a successful placement operation are utilization of a systems approach, establishment of measurable goals and objectives, designation of a coordinator of placement, and delineation of staff functions. Topics included in the discussion of personnel engaged in the placement process are the typical duties of a coordinator of placement and the role of advisory committees. A sample advisory committee agenda, letters of invitation, and list of questions for committee members are included. Records utilized in the placement process are discussed and a possible format is presented for a job index card file. Guidelines are provided for the call, visit, and letter to employers. Suggestions are made for publicity activities and alternative approaches to job development. The following factors involved in successful placement are discussed: Good job development, rapport with the employer, accurate and thorough assessment of the job and the client (student), preparation of employer and client, provision of service to the employer and client, followup, and achievement of results. The appendix contains job descriptions and other occupational information for a sampling of placement-related positions in the Los Angeles Unified School District. (TA)

ED 137 594 CE 010 655

Overview. 1975 Reports. State Advisory Councils on Vocational Education.

National Advisory Council on Vocational Education, Washington, D.C.

Report No.—NACVE-016-77

Pub Date—Jun 76

Note—157p.

EDRS Price MF-$0.83 HC-$8.69 Plus Postage.

Descriptors—Abstracts, *Advisory Committees, Annual Reports, Educational Coordination, Educational Policy, *Educational Problems, *State Agencies, *Statewide Planning, *Vocational Education

Short summaries are presented of 53 of the 1975 annual reports of the State Advisory Councils on Vocational Education. Focus is on each State's concerns and major recommendations as opposed to State goals, objectives, program offerings, enrollments, or council activities. The 53 summaries are

arranged alphabetically by State following a seven-page overview summary of issues emerging from all the reports: Management of vocational education, State plan, coordination with other agencies, articulation, duplication, funding, public image, career education, access, disadvantaged and disabled populations, minorities and women, program relevance, market and manpower data, job placement, guidance and counseling, professional development, local advisory committees, and student organizations. (JT)

ED 137 595 CE 010 657

Proceedings. NACVE-SACVE Joint Meeting. (Washington, D. C. May 5-7, 1976.)

National Advisory Council on Vocational Education, Washington, D.C.

Report No.—NACVE-013-77

Pub Date—May 76

Note—245p.; Best copy available

EDRS Price MF-$0.83 HC-$12.71 Plus Postage.

Descriptors—*Advisory Committees, *Agency Role, Conference Reports, Conferences, *Federal Legislation, National Organizations, Speeches, State Agencies, *Vocational Education

Identifiers—National Advisory Council on Vocational Education

Proceedings are presented for a 3-day State and national vocational education advisory council staff session which included (1) a congressional briefing by House and Senate members and staff on the current status of vocational education legislation; (2) discussions by different agency representatives on how they interpret the role of State advisory councils; and (3) small group sessions to consider "how-to" experiences. The contents are presented under the following headings: (1) Meeting of NACVE/-SACVE Chairpersons and Executive Directors, (2) Keynote Address: Dr. Terrell Bell, (3) Panel: View of SACVE from Other Agencies, (4) Report from the National Advisory Council on Vocational Education, (5) Congressional Briefing on Vocational Education, (6) Vocational Education: Featuring the Public Information Project, and (7) NACVE-SACVE Joint Fall Bicentennial Meeting. Appendixes contain the joint meeting schedule, analysis of pending Federal vocational education legislation, discussion group session summaries, and participant list. (HD)

ED 137 596 CE 010 665

Resource Book for Members. State Advisory Councils on Vocational Education.

National Advisory Council on Vocational Education, Washington, D.C.

Report No.—NACVE-021-77

Pub Date—Mar 73

Note—70p.

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—*Advisory Committees, *Agency Role, Community Involvement, *Educational Legislation, Elementary Secondary Education, *Federal State Relationship, Organizations (Groups), Resource Guides, School Industry Relationship, *State Agencies, State Departments of Education, State Federal Aid, *Vocational Education

This resource book for members of State advisory councils on vocational education provides an overview of how they may best approach their mission and discharge their responsibilities. It is based on the thinking of many authorities in the field of occupational education vis-a-vis citizen advisory groups; it analyzes the provisions of the several relevant laws in light of congressional intent; and it helps in interpreting the U.S. Office of Education "Rules and Regulations," its interpretations of the rules and regulations, and its "Guide for Developing a State Plan." In addition, considerable "how-to-do-it" information is included, taken from the experience of a number of State advisory councils. The four major sections are Responsibilities and Mission of the State Advisory Councils on Vocational Education, Formal and Informal Relationships with Various State and Local Agencies and Organizations, Relationships with Federal Agencies, and Operation of the State Advisory Council on Vocational Education. (HD)

ED 137 597 CE 010 676

Understanding the Guidelines for the Rehabilitation Act of 1973 on Evaluating Rehabilitation Potential of the Severely Handicapped: Vocationally Related Components.

Journal Cit—BBB00268ZJF95095

West Virginia Univ., Morgantown. Regional Rehabilitation Research and Training Center.

Spons Agency—Rehabilitation Services Administration (DHEW), Washington, D.C.; West Virginia State Board of Vocational Education, Charleston. Div. of Vocational Rehabilitation.

Pub Date—[75]

Contract—45-P-81043-3-01

Note—102p.; For related documents see CE 010 676-678

EDRS Price MF-$0.83 HC-$6.01 Plus Postage.

Descriptors—Client Caseworkers, Counselors, Diagnostic Tests, Educational Programs, Evaluation Methods, Guidelines, Information Needs, *Program Evaluation, *Program Planning, *Psychological Testing, Psychological Tests, *Rehabilitation Counseling, Resource Materials, *Severely Handicapped, *Vocational Counseling

Identifiers—Rehabilitation Act of 1973

This publication addresses one of the significant and critical characteristics of an effective rehabilitation counselor: the awareness of the various kinds of strategies and information that are available to him and the client for decisionmaking. Five sections are included after the introductory section, which briefly discusses evaluation of rehabilitation potential, the preliminary diagnostic study, the thorough diagnostic study, and extended evaluation of the client. Sections are titled Psychological Testing and Evaluation of Rehabilitation Potential, How to Develop and Establish a Training Program on Psychological Testing, The Counselor's Checklist for Reviewing Vocational Evaluation Programs, The Work Sample Approach in Vocational Evaluation, and Counselor Resources for Vocational Evaluation. The appendix provides a list of 44 questions which can be used as a checklist for the vocational evaluator, the vocational evaluation program, and the vocational evaluation process. (SH)

ED 137 598 CE 010 677

Understanding the Guidelines for the Rehabilitation Act of 1973 on Expanding and Improving Services to the Severely Handicapped. The Intake Process.

Journal Cit—BBB00268ZJF95095

West Virginia Univ., Morgantown. Regional Rehabilitation Research and Training Center.

Spons Agency—Rehabilitation Services Administration (DHEW), Washington, D.C.; West Virginia State Board of Vocational Education, Charleston. Div. of Vocational Rehabilitation.

Pub Date—[75]

Contract—45-P-81043-3-01

Note—28p.; For related documents see CE 010 676-678

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Client Caseworkers, Communication Skills, Counselor Role, Counselors, Federal Legislation, Guidelines, Information Needs, *Information Seeking, *Rehabilitation Counseling, *Severely Handicapped, *Skill Development, *Vocational Rehabilitation

Identifiers—Rehabilitation Act of 1973

This text is designed to examine the intake phase of rehabilitation as it relates to severely handicapped clients, and to offer some suggestions to the rehabilitation counselor for making the intake process more responsive to the needs of the severely handicapped. The text identifies two major components of the process: (1) the exchange of information between the client and the counselor, and (2) the recording of information by the counselor. It discusses ways that a counselor can be more responsive and organized to better serve the needs of the client. An appendix contains a bibliography on interviewing techniques, and suggested reading for rehabilitation counselors. (SH)

ED 137 599 CE 010 678

Understanding the Guidelines for the Rehabilitation Act of 1973 on Expanding and Improving Services to the Severely Handicapped. The Referral Process. A Training and Discussion Guide.

Journal Cit—BBB00268ZJF95095

West Virginia Univ., Morgantown. Regional Rehabilitation Research and Training Center.

Spons Agency—Rehabilitation Services Administration (DHEW), Washington, D.C.; West Virginia State Board of Vocational Education, Charleston. Div. of Vocational Rehabilitation.

Pub Date—75

Contract—45-P-81043-3-01

Note—69p.; For related documents see CE 010 676-678. Pages 33-40, a duplication of the form on page 41, were removed. They are not included in the pagination

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—Administrative Organization, Client Caseworkers, *Counselor Role, Counselors, *Counselor Training, Federal Legislation, Guidelines, Learning Activities, *Referral, *Rehabilitation Counseling, *Severely Handicapped, *Vocational Rehabilitation

Identifiers—Rehabilitation Act of 1973

This training guide was developed by the West Virginia Research and Training Center staff in response to the mandate of the Rehabilitation Act of 1973 which emphasized that vocational rehabilitation caseloads must contain a large proportion of severely handicapped clients. It is designed to assist the rehabilitation staff in organizing and recording the kinds of activities, tasks and contacts necessary to establish and maintain a system of referral sources and a flow of cases, especially the cases of the severely handicapped. The guide contains a series of exercises which show the reader where improvement might be needed in his/her referral process. Topics discussed are the inventory, assessment, efficiency, priorities, goals, and time structuring. (SH)

ED 137 600 CE 010 689

Adkins, John And Others

Review and Evaluation of Current Training Programs Found in Various Mining Environments. Final Report. Volume I, Summary.

Journal Cit—BBB03590

Bendix Corp., Ann Arbor, Mich.

Spons Agency—Bureau of Mines (Dept. of Interior), Washington, D.C.

Report No.—BSR-4186

Pub Date—Jan 76

Contract—S0144010

Note—65p.; For a related document see CE 010 690

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—*Accident Prevention, Accidents, *Educational Programs, *Industrial Training, *Injuries, *Job Training, On the Job Training, Post Secondary Education, *Program Effectiveness, Program Evaluation, Safety, Safety Education, State Programs, Supervisory Training, Surveys, Technical Occupations, Training Objectives, Training Techniques, Vocational Education

Identifiers—*Mining, United States

A project was designed to produce a broad description of current mining training programs and to evaluate their effectiveness with respect to reducing mine injuries. The research strategy was built on the ranking of mines according to the effectiveness of their training with an effective training effort being defined as that training which is associated with concurrent or subsequent low or reduced injury or

severity rates. Aggregate training and injuries data were used to evaluate the overall training effort at 300 mines as well as specific efforts in twelve categories of training course objectives. (Data was gathered from articles in training and mining publications, telephone and mail contacts, and onsite visits to over 40 mining companies.) From such evaluations, recommendations were derived with particular emphasis being placed on identifying program characteristics that tend to be associated with effective training. Recommendations were also formulated with reference to role changes in industry and government interaction with respect to training programs, new or additional training programs, changes in the types of course materials and training methodologies, and recommendations concerning new areas of investigation. This document, the first of a two-volume report, is a summary consisting of narrative descriptions of several training programs found in the survey of the mining industry, the major results of an analysis of relationships between various measures of training and injuries, and the main conclusions and recommendations. (HD)

ED 137 601 CE 010 690

Adkins, John And Others

Review and Evaluation of Current Training Programs Found in Various Mining Environments. Final Report. Volume II, Analysis and Recommendations.

Journal Cit—BBB03590

Bendix Corp., Ann Arbor, Mich.

Spons Agency—Bureau of Mines (Dept. of Interior), Washington, D.C.

Report No.—BSR-4186

Pub Date—Jan 76

Contract—S0144010

Note—155p.; For a related document see CE 010 689 ; Some pages may be marginally legible due to print quality of the original document

EDRS Price MF-$0.83 HC-$8.69 Plus Postage.

Descriptors—*Accident Prevention, Accidents, Agency Role, Data Analysis, *Educational Programs, Government Role, *Industrial Training, *Injuries, *Job Training, On the Job Training, Post Secondary Education, *Program Effectiveness, Program Evaluation, Safety Education, Surveys, Technical Occupations, Training Objectives, Training Techniques, Vocational Education

Identifiers—*Mining, United States

A project was designed to produce a broad description of current mining training programs and to evaluate their effectiveness with respect to reducing mine injuries. Aggregate training and injury data were used to evaluate the overall training effort at 300 mines as well as specific efforts in 12 categories of training course objectives. From such evaluations, recommendations were derived with particular emphasis being placed on identifying program characteristics that tend to be associated with effective training. Recommendations were also formulated with reference to role changes in industry and government interaction with respect to training programs, new or additional training programs, changes in the types of course materials and training methodologies, and recommendations concerning new areas for investigation. This second volume of a two-volume report is a detailed discussion of the quantitative data analysis and the resulting recommendations regarding a number of specific issues in the field of miner training. (Author/HD)

ED 137 602 CE 010 691

Koch, James L.

Effects of Feedback on Job Attitudes and Work Behavior: A Field Experiment. Technical Report No. 6.

Journal Cit—BBB11148

Oregon Univ., Eugene. Coll. of Business Administration.

Spons Agency—Office of Naval Research, Washington, D.C. Organizational Effectiveness Research Program.

Pub Date—Oct 76

Contract—N000-14-76-C-0164

Note—52p.

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—Attendance, Behavioral Science Research, *Employee Attitudes, Employee Responsibility, *Feedback, Field Studies, *Goal Orientation, Group Unity, *Job Development, *Job Satisfaction, Labor Turnover, Man Machine Systems, Task Performance, Work Attitudes

A study examined the effects of feedback on the job attitudes and behavior of female sewing machine operators. The control group design involved all 165 piecework operators at the experimental site (a garment factory in a large southwestern city) and a random sample of 54 operators selected from a sister plant of the same manufacturer 10 miles away. Pre- and posttests were administered one year apart. Treatment involved implementing several program elements: Variety in job assignments, task identity (grouping into subassembly teams), task significance (repairs became responsibility of team members), autonomy (supervisors would monitor work only between teams), and feedback (daily to each team on its quality levels as a group and by operation). While significant improvements occurred in the cohesion and goal commitment of operators in subassembly work teams, these improvements were especially likely to occur among long-term operators. Marked improvements in product quality were associated with feedback from management. Turnover and absenteeism also decreased, but overall satisfaction did not increase and intrinsic job satisfaction actually decreased. Operator work expectations increased as a result of their involvement in this field experiment. (Findings are discussed with reference to theoretical and practical issues in work systems redesign.) (Author/TA)

ED 137 603 CE 010 723

Unmet Needs and Unresolved Issues of Vocational-Technical Education in the United States as Reported by the State Advisory Councils on Vocational Education for 1973.

National Advisory Council on Vocational Education, Washington, D.C.

Report No.—NACVE-013-77

Pub Date—73

Note—97p.

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors—Adult Education, *Advisory Committees, Annual Reports, Articulation (Program), Career Education, Educational Assessment, *Educational Needs, Federal State Relationship, Handicapped Students, Interagency Cooperation, Job Placement, Post Secondary Education, Program Evaluation, School Funds, Secondary Education, *State Agencies, *Statewide Planning, *Vocational Education

Identifiers—United States

The findings, evaluations, and recommendations of the State advisory councils on vocational education, as reported in their annual reports for 1973, are summarized in this document. The one- to two-page summaries are arranged alphabetically by State following a seven-page overview summary of major findings and recommendations from all the reports. Topic headings in the overview are State Plans, Cooperation with State Departments of Education, Funding, Career Education, Youth Organizations, Job Placement, Private Trade Schools, Disadvantaged and Handicapped Students, Articulation, Coordination with Other Manpower Development Programs, and Local School Systems and Advisory Committees. (HD)

ED 137 604 CE 010 724

The First National Assessment of Career and Occupational Development: An Overview. Career and Occupational Development Report No. 05-COD-00.

Journal Cit—BBB11065

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Spons Agency—National Center for Education Statistics (DHEW), Washington, D.C.

Pub Date—Nov 76

Contract—OEC-0-74-0506

Note—55p.

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—*Academic Achievement, Adults, Age, Age Groups, Basic Skills, *Career Education, Decision Making, *Educational Assessment, Educational Background, Elementary School Students, Family Income, *Knowledge Level, Measurement Instruments, National Surveys, Occupational Information, Parent Education, Performance, Race, Secondary School Students, Statistical Analysis, Tables (Data), *Vocational Development

Identifiers—NAEP, National Assessment of Educational Progress

Summary findings gathered by the National Assessment of Educational Progress (NAEP) in the 1973-74 national assessment of career and occupational development (COD) are reported. (NAEP is an information-gathering project that surveys the educational attainment of 9-year-olds, 13-year-olds, 17-year-olds, and adults (ages 26-35) in ten learning areas: Art, COD, citizenship, literature, mathematics, music, reading, science, social studies, and writing.) Focus of the report is on 17-year-old levels of ability; results for the other age levels are also included. Data are reported in three areas: (1) Making Career Decisions (knowledge about one's own interest and abilities, work-related experience, job-related values, and results for population groups), (2) Knowledge about Jobs (specific and general job knowledge, national percentage for success, and results for population groups), and (3) Basic Skills (computation and measurement, graphic and reference materials, written communication, manual and perceptual, national percentages of success, and results for population groups). Results are reported for different population groups based on the following variables: Males and females, blacks and whites, region, parental education, size and type of community, personal education, and family income. Data are reported in graph form. (TA)

ED 137 605 CE 010 727

Griggs, Robert J.

The Use, Recruitment and Training of Volunteers in Rehabilitation Facilities. Final Report.

Journal Cit—BBB02829

Goodwill Industries of America, Inc., Washington, D.C.

Spons Agency—Social and Rehabilitation Service (DHEW), Washington, D.C. Div. of Research and Demonstration Grants.

Pub Date—Dec 73

Contract—12-P-55087-3-03

Note—57p.

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—Disadvantaged Groups, Handicapped, *Health Facilities, Hospitals, Material Development, National Surveys, Nonprofessional Personnel, Professional Personnel, Program Descriptions, *Program Development, Program Planning, *Recruitment, *Rehabilitation, Vocational Rehabilitation, *Volunteers, *Volunteer Training

Identifiers—United States

Objectives of the 3-year Volunteers in Rehabilitation Project (VIR) were to (1) document the scope and extent of volunteer participation within rehabilitation facilities, (2) prepare and test the effectiveness of handbooks designed to promote and improve volunteer programs, and (3) provide train-

ing experiences that could modify negative attitudes of facility leaders and guide the development of volunteer programs. To reach these objectives, three major project activities were performed. First, a questionnaire was administered nationally to facility executive directors or administrators, auxiliary presidents, volunteer coordinators, and individual volunteers to gather information about volunteer participation and activities. This resulted in the second activity–the development and testing of handbooks relating to volunteers, for use by volunteers and nonhospital and hospital rehabilitation facilities. The final project activity involved a series of eight seminars which focused on using the project-developed handbooks and other training tools, broadening acceptance of different forms of volunteering, providing new knowledge, and developing important skills relating to volunteer activity. This final report of the VIR project details all project activities, background information, and results. The appendixes include the project questionnaire, a listing of the handbooks developed, and other information related to the project. (SH)

ED 137 606 CE 010 734

Ritvo, Phyllis T., Comp. And Others

An Annotated Bibliography of Selected Curriculum Materials. Arts and Humanities Occupational Cluster.

Journal Cit—BBB11095

Technical Education Research Center, Cambridge, Mass.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Research and Demonstration.

Pub Date—1 Apr 75

Contract—OEC-0-74-9253

Note—220p.; For related documents see CE 010 734-744

Available from—Technical Education Research Centers, 44 Brattle Street, Cambridge, Massachusetts 02138 ($10.00)

EDRS Price MF-$0.83 HC-$11.37 Plus Postage.

Descriptors—*Annotated Bibliographies, Art, *Art Education, *Career Education, Career Exploration, *Curriculum, Dance, High School Curriculum, Humanities, *Humanities Instruction, *Instructional Materials, Job Training, Mass Media, Music, Resource Guides, Secondary Education, Theater Arts, Visual Arts, Writing

One of a series of 11 arts and humanities career exploration resource guides for grade 7-12 teachers, counselors, and students, this annotated bibliography describes curriculum materials being used in public schools, particularly on the job preparation level. Materials available from commercial publishers and those developed by educational agencies are both included. For those developed by educational agencies, the information in each citation includes title, subject/discipline area, author, grade level, date, number of pages, career education phase (awareness, orientation exploration, or preparation), designated audience (counselor, student, or teacher), target group if other than heterogeneous class, curriculum components, examples of unit titles, format, availability including price and address or ERIC document number, validation method, original developer, funding source, and descriptive comments designed to give an overall interpretation of the structure, approach, usefulness, supplementary information, etc. Information on commercially published materials is presented in chart form and includes grade level, career education phase, designated audience, and the presence or absence of text, student workbook, objectives, teaching strategies, learning experience, learning resources, and evaluation procedures. Citations with the above information are organized under seven different arts headings (dance, media, music, theater and entertainment, visual arts, writing, and combined performing arts) and under a general humanities heading. Under each heading is also a list of materials not available for review (not annotated). Citations without annotations are also included under the following additional headings: Combined Arts and Humanities, Career Series Which Include Arts and Humanities Occupational Information, Games/Simulations, Learning Resources Bibliographies, and Compendia of Suggested Learning Experiences. A list of publishers with extensive materials relating to arts and humanities, a list of arts and humanities curriculum writing projects in progress, and a list of names and addresses of public secondary schools which specialize in arts and humanities are also included. An introduction describes the procedures used in selecting and compiling the citations. (JT)

ED 137 607 CE 010 735

Hansen, Mary Lewis And Others

391 Ways to Explore Arts and Humanities Careers: Classroom Activities in Dance, Music, Theater and Media, Visual Arts and Crafts, Writing, Humanities.

Journal Cit—BBB11095

Technical Education Research Center, Cambridge, Mass.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Research and Demonstration.

Pub Date—76

Contract—OEC-0-74-9253

Note—194p.; For related documents see CE 010 734-744

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D. C. 20402 (Stock Number 017-080-01643-5, $2.40)

EDRS Price MF-$0.83 HC-$10.03 Plus Postage.

Descriptors—Art, Art Activities, *Art Education, *Career Exploration, Curriculum Guides, Dance, Educational Objectives, Fine Arts, *Fused Curriculum, Handicrafts, Humanities, *Humanities Instruction, *Learning Activities, Mass Media, Music, Occupational Information, Secondary Education, Teaching Techniques, Theater Arts, Visual Arts, Writing

One of a series of 11 arts and humanities career exploration guides for grade 7-12 teachers, counselors, and students, this curriculum guide is intended to help teachers help students explore arts and humanities careers in regular grade 7-12 arts and humanities courses. Focus throughout the four sections is on augmenting, rather than replacing, traditional curriculum. The introduction presents a rationale for the exploration of careers in regular secondary arts and humanities courses and gives an overview of the whole series of guides, which were pilot tested during 1974-76 as one of the occupational cluster curriculum development projects to facilitate the delivery of career education. Sections 2 and 3 suggest teaching objectives (What do you want your students to learn about occupations in the arts and humanities fields?) and connecting strategies (How do teachers introduce career exploration into regular classroom curriculum?). The major portion of the guide consists of the 391 activities for students: activities for exploring any and all occupations (13), activities for dance (6), activities for music (70), activities for theater and media (60), activities for visual arts and crafts (60), activities for writing (50), and activities for humanities (133). Appended are a list of job titles under the headings of dance, music, theater and media, visual arts and crafts, writing, and humanities; a chart representing the importance of regular school subjects for selected occupations; and a list of addresses for arts associations and for humanities associations that provide career information. (JT)

ED 137 608 CE 010 736

Andrews, Ellen And Others

Exploring Arts and Humanities Careers in the Community.

Journal Cit—BBB11095

Technical Education Research Center, Cambridge, Mass.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Research and Demonstration.

Pub Date—76

Contract—OEC-0-74-9253

Note—66p.; For related documents see CE 010 734-744

Available from—U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 017-080-01648-6, $1.25)

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—Administrator Guides, *Art Education, *Career Exploration, Community Resources, Community Surveys, *Curriculum Design, *Field Experience Programs, *Humanities Instruction, Learning Activities, Program Administration, Program Planning, Resource Guides, *School Community Cooperation, Secondary Education

One of a series of 11 arts and humanities career exploration resource guides for grade 7-12 teachers, counselors, and students, this program planning guide suggests several curriculum models for out-of-school programs to augment traditional school courses. Chapter 1 introduces the guide and suggests its uses for administrators, teachers, and counselors. Chapter 2 describes a method for conducting a preliminary survey of community resources (organizations and people available to help the schools by providing sites for various experiences). Chapter 3 describes curriculum models. Some are short-term activities which mainly help students explore arts and humanities careers, e.g., interviewing workers, shadowing workers, going on field trips, and private study. Models for long-term experiences include independent study or volunteer project, teacher aids and student tutors, internship, and apprenticeship. The following components are presented for each curriculum model: General information (design, grade level, credit/salary, time commitment), description, objectives and student activities, and supplementary resources. Chapter 4 offers planning and coordinating suggestions in such areas as funding, legal considerations, union relationship, recruiting and preparing students, and monitoring and evaluating programs for out-of-school experiences. Concluding the chapter are brief descriptions of several programs which link arts and humanities workers with the school system. Appendixes list possible community sites for out-of-school programs, selected unions involved in arts and humanities occupations, and State arts councils which award financial grants to school systems and can also help educators with limited local sites for out-of-school programs get in touch with appropriate workers in other communities who could assist in a program. (JT)

ED 137 609 CE 010 737

Dubman, Shelia And Others

Exploring Visual Arts and Crafts Careers. A Student Guidebook.

Journal Cit—BBB11095

Technical Education Research Center, Cambridge, Mass.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Research and Demonstration.

Pub Date—76

Contract—OEC-0-74-9253

Note—167p.; For related documents see CE 010 734-744

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 017-080-01641-9, $2.35)

EDRS Price MF-$0.83 HC-$8.69 Plus Postage.
Descriptors—Architecture, Art Education, *Career Exploration, Ceramics, Commercial Art, Design, *Design Crafts, Fine Arts, Graphic Arts, Handicrafts, Instructional Materials, *Occupational Information, Occupations, Painting, Photography, Resource Guides, Sculpture, Secondary Education, *Visual Arts

One of six student guidebooks in a series of 11 arts and humanities career exploration guides for grade 7-12 teachers, counselors, and students, this student book on exploration of visual arts and crafts careers presents information on specific occupations in seven different career areas: Visual communications, product design, environmental design, fine arts, crafts, art education, and arts management and business. An introductory section lists over 200 job titles under the seven career areas. A chapter devoted to each career area includes general discussion of the field and what people in that field do, various specializations within job categories, description of personality characteristics and interests that are appropriate, education or experience required, where and how jobs are found and the job outlook, suggestions a person in the field would make to students, and sources of additional information. The chapters and their subheadings are as follows: (1) Visual Communications (illustration, graphic design, printing, displays and signs, and photography and phototechnology), (2) Product Design (industrial design, textile design, and fashion design), (3) Environmental Design (architecture, landscape architecture, environmental planning, and interior design), (4) Fine Arts, (5) Crafts, (6) Art Education (art teachers, community arts, museum services, writers about art, art therapists, and art librarians), and (7) Arts Management and Business. A glossary of job titles and related terms is appended. (JT)

ED 137 610 CE 010 738

Workman, Jean Hansen, Mary Lewis

Exploring Careers in the Humanities. A Student Guidebook.

Journal Cit—BBB11095

Technical Education Research Center, Cambridge, Mass.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Research and Demonstration.

Pub Date—76

Contract—OEC-0-74-9253

Note—197p.; For related documents see CE 010 734-744 ; Photographs may not reproduce well

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 017-080-01649-4, $2.45)

EDRS Price MF-$0.83 HC-$10.03 Plus Postage.
Descriptors—*Career Exploration, Economics, Education, Geography, History, *Humanities, Instructional Materials, Language, Laws, Museums, *Occupational Information, Occupations, Philosophy, Political Science, Professional Occupations, Religion, Resource Guides, Secondary Education, Social Sciences, Sociology, Special Libraries

One of six student guidebooks in a series of 11 arts and humanities career exploration guides for grade 7-12 teachers, counselors, and students, this student book on exploration of humanities careers presents career information on 13 specific occupational areas: (1) Educators, (2) Historians and Archivists, (3) Anthropologists, (4) Economists, (5) Geographers, (6) Political Scientists, (7) Sociologists, (8) Language Occupations, (9) Lawyers, Judges, Paralegals, Legal Secretaries, and Court Reporters, (10) Museum Workers, (11) Philosophers, (12) Occupations in Religion, and (13) Special Librarians. An introductory chapter gives a general overview of humanities occupations: definitions, skills needed, education required, job settings, and problems. Each chapter on a specific area includes general discussion of the field and what people in that field do, description of personality characteristics and interests that are appropriate, education required, types of employers, job forecasts, typical problems and rewards, and sources of further information. Appended is a chart listing nearly 200 humanities occupations with their corresponding functions or skills and level of educational preparation necessary. (JT)

ED 137 611 CE 010 739

Hansen, Mary Lewis And Others

A Preliminary Exploration of Occupations in the Arts and the Humanities.

Journal Cit—BBB11095

Technical Education Research Center, Cambridge, Mass.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Research and Demonstration.

Pub Date—76

Contract—OEC-0-74-9253

Note—221p.; For related documents see CE 010 734-744

Available from—Technical Education Research Center, 44 Brattle Street, Cambridge, Massachusetts 02138 ($10.00)

EDRS Price MF-$0.83 HC-$11.37 Plus Postage.
Descriptors—*Career Ladders, Curriculum Research, Employment Opportunities, *Fine Arts, *Humanities, Job Analysis, *Job Skills, *Occupational Clusters, *Occupational Information, Occupational Surveys, Research

Summary information on arts and humanities occupational clusters, obtaining occupational information, career ladder and lattice possibilities, job projections, and job competencies for arts and humanities careers is presented in this report of research, which resulted in a series of 11 arts and humanities career exploration resource guides for grade 7-12 teachers, counselors, and students. Each chapter includes some discussion of rationale and methodology as well as findings. Chapter 1 is a discussion of the redefinition of the arts and humanities occupational clusters. It includes charts of the arts and humanities clusters in relationship to other clusters; lists of job titles for dance, theater and media, music, visual arts and crafts, writing, and humanities; and a table which lists for each job title its functions or skills and level of educational preparation necessary. Chapter 2 describes the methods used to obtain occupational information on the various jobs and presents the outline guide used for gathering information regarding job description, supervision vs. autonomy, tasks and activities, time, geographic considerations, qualifications, job acquisition (career ladders), outlook, income, influences on career choice, activities and experiences, setting or work environment, other factors, unrealistic expectations, factors leading to particular job, job satisfaction, advice for students, and conflicts. Chapter 3 deals with examination of career ladder and lattice possibilities in each of the arts and humanities areas and chapter 4 with job projections in each area. The final chapter is a discussion of suggested competencies for arts occupations and for humanities occupations. (JT)

ED 137 612 CE 010 740

Hansen, Mary Lewis

Exploring Writing Careers. A Student Guidebook.

Journal Cit—BBB11095

Technical Education Research Center, Cambridge, Mass.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Research and Demonstration.

Pub Date—76

Contract—OEC-0-74-9253

Note—80p.; For related documents see CE 010 734-744

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 017-080-01642-7, $1.40)

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors—Business, *Career Exploration, Creative Writing, *Editing, Instructional Materials, Journalism, *Occupational Information, Occupations, Publications, Publicize, Resource Guides, Secondary Education, Technical Writing, *Writing

One of six student guidebooks in a series of 11 arts and humanities career exploration guides for grade 7-12 teachers, counselors, and students, this student book on exploration of writing careers presents information on specific occupations in four different career areas: Creative writers, editors, business occupations, and educators about writing. A chapter devoted to each career area includes general discussion of the field and what people in that field do, various specializations within job categories, description of personality characteristics and interests that are appropriate, education or experience required, where and how jobs are found and the job outlook, suggestions a person in the field would make to students, and sources of additional information. The chapters and their subheadings are as follows: (1) Creative Writers (literary writers, journalists and specialized writers in advertising, public relations, technical and scientific writers, and educational writers), (2) Editors (for tradebooks, textbooks, newspapers, magazines, and rewrite editors), (3) Business Occupations (literary agent, advertising jobs, textbook sales, and bookstore sales), (4) Educators About Writing (librarians, reviewers/critics, and teachers). Appended are a glossary, a list of nearly 100 occupations in writing, and a list of professional associations with career information about writing occupations. (JT)

ED 137 613 CE 010 742

Allosso, Michael And Others

Exploring Theater and Media Careers. A Student Guidebook.

Journal Cit—BBB11095

Technical Education Research Center, Cambridge, Mass.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Research and Demonstration.

Pub Date—76

Contract—OEC-0-74-9253

Note—144p.; For related documents see CE 010 734-744

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 017-080-01640-1, $2.15)

EDRS Price MF-$0.83 HC-$7.35 Plus Postage.
Descriptors—Acting, Broadcast Industry, Business, *Career Exploration, Drama, Film Criticism, Film Production, Films, Instructional Materials, Literary Criticism, *Mass Media, *Occupational Information, Occupations, Playwriting, Radio, Resource Guides, Secondary Education, Television, *Theater Arts, Writing

One of six student guidebooks in a series of 11 arts and humanities career exploration guides for grade 7-12 teachers, counselors, and students, this student book on exploration of theater and media careers presents information on specific occupations in five different career areas: Performance, writing, production, business, and education/criticism. Each chapter includes general discussion of the field and what people in that field do, description of personality characteristics and interests that are appropriate, education or experience required, where and how jobs are found and the job outlook, and suggestions a person in the field would make to students. The chapters and jobs they cover are as follows: (1) Performance Careers (actors, entertainers, announcers, and directors), (2) Writing Careers (playwrights and scriptwriters), (3) Production Careers (designers, backstage theater work, and media production work), (4) Business Careers (producers, theater

business and management, television and radio directors, agents and salespeople), and (5) Education/Criticism Careers (teachers and librarians, and writers about theater and media). Appended are a glossary, a list of addresses of professional associations, and a list of sources of additional information. (JT)

ED 137 614 CE 010 743

Cornell, Richard Hansen, Mary Lewis

Exploring Dance Careers. A Student Guidebook.

Journal Cit—BBB11095

Technical Education Research Center, Cambridge, Mass.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Research and Demonstration.

Pub Date—76

Contract—OEC-0-74-9253

Note—32p.; For related documents see CE 010 734-744

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 017-080-01638-9, $0.75)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Ballet, *Career Exploration, *Dance, Education, Instructional Materials, *Occupational Information, Occupations, Resource Guides, Secondary Education

One of six student guidebooks in a series of 11 arts and humanities career exploration guides for grade 7-12 teachers, counselors, and students, this student book on exploration of dance careers presents information on specific occupations in both performance careers and dance education. An introductory section describes the four different dance careers of Carol, Mike, Janice, and Laurie. The main chapters include general discussion of the field and what people in the field do, various specializations, skills and interests that are appropriate, education or experience required, where and how jobs are found and the job outlook, and suggestions a person in the field would make to students. The first chapter on dance performance careers focuses on the different styles of dance and how the careers are different for ballet, modern dance, jazz dance, and ethnic dance. Also included are notes on choreography as a career and a list of dancers' unions. The chapter on dance education includes discussion of dance therapy. A final chapter discusses change affecting the field (technological change, changes in style and taste, economic change, and government action) and emerging occupations in dance: notator, reconstructor, and autographer. Three professional associations are listed and an appendix lists nearly 50 dance job titles. (JT)

ED 137 615 CE 010 744

Cornell, Richard And Others

Exploring Music Careers. A Student Guidebook.

Journal Cit—BBB11095

Technical Education Research Center, Cambridge, Mass.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Research and Demonstration.

Pub Date—76

Contract—OEC-0-74-9253

Note—74p.; For related documents see CE 010 734-744

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 017-080-01639-7, $1.30)

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—Business, *Career Exploration, Instructional Materials, *Music, Musical Instruments, Music Education, Musicians, *Occupational Information, Occupations, Resource Guides, Secondary Education

One of six student guidebooks in a series of 11 arts and humanities career exploration guides for grade 7-12 teachers, counselors, and students, this student book on exploration of writing careers presents information on specific occupations in five different career areas: Performing musicians, technology in music, arts management, the music business, and music education. An introductory section lists nearly 100 job titles under the five career areas. A chapter devoted to each career area includes general discussion of the field and what people in that field do, various specializations within job categories, description of personality characteristics and interests that are appropriate, education or experience required, where and how jobs are found and the job outlook, and suggestions a person in the field would make to students. The chapters and their subheadings are as follows: (1) Performing Musicians (How do you Become a Performer? What is it like to be a performer?), (2) Technology in Music (Building Musical Instruments and the Impact of New Technologies on Music), (3) Arts Management (Who Are Arts Managers and What Do They Do? What Kind of Person Is an Arts Manager? Money, and The Future), (4) The Music Business (The Music Industry, From Composer to the Public, How a Song Gets to You and Who Gets It There, and Music Business Terminology), and (5) Music Education (Music Teachers, Music Librarians, Musicology and Ethnomusicology, and Music Therapy). A list of professional associations is appended. (JT)

ED 137 616 CE 010 754

Heck, Edward J. O'Neil, James

Job Interview Training Manual.

Kansas Univ., Lawrence. Counseling Center.

Pub Date—[76]

Note—26p.

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—*College Students, *Employment Interviews, Guidelines, Higher Education, *Job Application, *Job Placement, Job Search Methods, Manuals, Personnel Selection, Resource Guides

Written for college students who wish to optimize their chances of presenting themselves in a favorable way to potential employers, information about the job interviewing process contained in the manual is divided into three sections: (1) Pre-interview preparation, (2) the process of interviewing, and (3) post-interview assessment. The manual's objectives for students are (1) to know how to write letters of introduction and resumes, (2) to be familiar with different interview strategies, and (3) to learn how to prepare for the actual job interview. The pre-interview section includes such topics as personal preparation, letters of introduction, and resumes. The process of interviewing section includes a definition of the interview process, the kind of information to share during the interview, typical questions asked during the interview, and important questions that the interviewee might ask. The post interview section included suggestions for the interviewee after the interview. Examples of letters of introduction and resumes are included. (Author/TA)

ED 137 617 CE 010 787

Bania, Kent Cummings, John, Ed.

Horticultural Practices. Activity Guides.

Journal Cit—QAT59178

Rutgers, The State Univ., New Brunswick, N.J. Curriculum Lab.

Spons Agency—New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.

Pub Date—Jan 77

Note—112p.

Available from—New Jersey Vocational-Technical Curriculum Laboratory, Building 4103, Kilmer Campus, Rutgers University, New Brunswick, New Jersey 08903 ($2.50 plus postage)

EDRS Price MF-$0.83 HC-$6.01 Plus Postage.

Descriptors—*Agricultural Engineering, Horticulture, Instructional Aids, Instructional Materials, *Landscaping, *Learning Activities, *Nursery Workers (Horticulture), *Ornamental Horticulture, Secondary Education, Skill Development, Student Projects, *Turf Management, Vocational Agriculture

The 88 activity guides in this document are intended to supplement the initial or organized instruction of the agricultural teacher at the secondary educational level. Some of the activities require one student to complete, others may need two or more students working in a team. Some activities also require followup checking within a few days to months. Thus long-range planning and activity schedules are experienced by the students, and are typical of out-of-school work experiences. The activity guides cover the areas of grounds maintenance (41 activities), greenhouse (21 activities), landscaping (16 activities), and horticulture mechanics (10 activities), and are numbered consecutively for convenience in making assignments to the students. Each guide includes the title of the activity (e.g., pruning established evergreens, sodding a lawn area, and composting), tools and equipment needed, materials and supplies needed, procedures, special information, and a referral number for cross-reference between or among other guides related to the activity to which the student is assigned. (HD)

Subject Index

This index lists titles of documents under the major subject terms that have been assigned to characterize their contents. The subjects, which conform to those presented in the *Thesaurus of ERIC Descriptors,* are in alphabetical order.

As shown in the example below, the accession number is displayed below and to the right of the title. Additional information about the report can be found under that number in the Resume Section.

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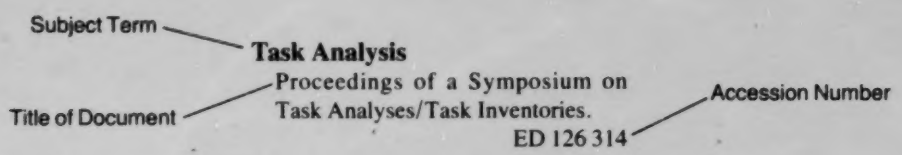

Abstracts
Agricultural Education Division, American Vocational Association Convention (Houston, Texas, December 3-8, 1976).
ED 137 552

Academic Achievement
Empirical Determination of Effectiveness of a Competency Based Program in Distributive Education. Final Report.
ED 137 512
The First National Assessment of Career and Occupational Development: An Overview. Career and Occupational Development Report No. 05-COD-00.
ED 137 604
Statewide Mathematics Performance Related to Career and Vocational Education. Final Report.
ED 137 541
A Third Party Evaluation of the Region V, Regional Education Service Agency, Career Oriented Education Program: 1975-76.
ED 136 033

Accident Prevention
Review and Evaluation of Current Training Programs Found in Various Mining Environments. Final Report. Volume I, Summary.
ED 137 600
Review and Evaluation of Current Training Programs Found in Various Mining Environments. Final Report. Volume II, Analysis and Recommendations.
ED 137 601

Administrative Organization
A Comparative Study of State Staffing Patterns and Delivery Systems of Vocational Education and Their Relative Effectiveness. Final Report.
ED 136 029

Administrator Attitudes
Job Placement Services Research Study.
ED 136 032

Administrator Role
Developing the Leadership Potential of Urban Vocational Education Administrators. National Leadership Seminar for Administrators of Vocational Education in Large Cities (Columbus, Ohio, March 28-31, 1976). Leadership Training Series No. 48.
ED 137 508

Adult Education
Adult Competency Instructional Guide Based on Adult Performance Level Studies. Career Education for Adults. Consumer Economics Module. Health Module.
ED 137 569
Innovation Dissemination for the Education of Adults (IDEA). Lessons from a Demonstration Project. 9/1/73 - 9/1/75.
ED 137 507
Student Attrition in the Wisconsin VTAE System. Phase I. Final Report.
ED 136 012

Adult Programs
Facilitating the Career Development of Home-Based Adults: The Home/Community-Based Career Education Model. Final Report. Volume I. The Model: Its Nature, Context, and Products.
ED 135 997
Facilitating the Career Development of Home-Based Adults: The Home/Community-Based Career Education Model. Final Report. Volume II. Research and Evaluation.
ED 135 998
Facilitating the Career Development of Home-Based Adults: The Home/Community-Based Career Education Model. Final Report. Volume III. Appendices.
ED 135 999

Adult Vocational Education
Part-Time Adult and Employer Evaluation.
ED 137 545

Advertising
Advertising Services Module. A Second-Level Option for Distribution and Marketing.
ED 135 945

Advisory Committees
Overview. 1975 Reports. State Advisory Councils on Vocational Education.
ED 137 594
Proceedings. NACVE-SACVE Joint Meeting. (Washington, D. C. May 5-7, 1976.)
ED 137 595
Resource Book for Members. State Advisory Councils on Vocational Education.
ED 137 596
Unmet Needs and Unresolved Issues of Vocational-Technical Education in the United States as Reported by the State Advisory Councils on Vocational Education for 1973.
ED 137 603

Agency Role
Proceedings. NACVE-SACVE Joint Meeting. (Washington, D. C. May 5-7, 1976.)
ED 137 595
Resource Book for Members. State Advisory Councils on Vocational Education.
ED 137 596

Agricultural Education
Agricultural Education Division, American Vocational Association Convention (Houston, Texas, December 3-8, 1976).
ED 137 552
A Marketability Study of Graduates of Illinois Agriculture Programs of Higher Education for the Purposes of: Student and Parent Advisement, Program Planning, and Program Changing.
ED 137 524
Modules in Agricultural Education for Agricultural Mechanics.
ED 135 941
Modules in Agricultural Education for Agricultural Production.
ED 135 943
Ornamental Horticulture.
ED 135 942
Outdoor Recreation. Curriculum Materials for Agricultural Education.
ED 137 523
Proceedings of the Annual Central Region Research Conference in Agricultural Education (30th, Columbus, Ohio, August 3-5, 1976).
ED 136 070

Agricultural Engineering
Horticultural Practices. Activity Guides.
ED 137 617
Metrics for Agricultural Mechanics.
ED 135 952
Modules in Agricultural Education for Agricultural Mechanics.
ED 135 941

Agricultural Production
Metrics for Agricultural Supplies & Services, Agricultural Production.
ED 135 953
Modules in Agricultural Education for Agricultural Production.
ED 135 943

Agricultural Supply Occupations
Agricultural Sales and Services. A Curriculum Guide. Preliminary Draft.
ED 135 948
Metrics for Agricultural Supplies & Services, Agricultural Production.
ED 135 953

Air Conditioning
Metrics for Air Conditioning & Refrigeration, Heating, Ventilating.
ED 135 965

Air Force
Performance Oriented Programs of Faculty Development.
ED 137 561

Alabama
Performance Based Instruction Curriculum Development in Vocational Education. The State-of-the-Art.
ED 137 497
Performance Based Instruction. The Development of Research Based Teacher-Learning Activities Systems for Vocational Education in the State of Alabama.
ED 137 498

Allied Health Professions
Proceedings. Leadership Conference for Instructors and Administrators in Allied Health and Nursing (Louisville, Kentucky, February 16-18, 1976).
ED 137 562

Annotated Bibliographies
An Annotated Bibliography of Selected Curriculum Materials. Arts and Humanities Occupational Cluster.
ED 137 606
Assessment of Need in Programs of Vocational Education for the Disadvantaged and Handicapped. Final Report. Volume III. Bibliography.
ED 136 021
Bibliography on Life/Career Planning.
ED 135 975

Apprenticeships
National Apprenticeship Standards for the UAW.
ED 137 589

Architectural Drafting
Metrics for Architectural, Civil, Mechanical Drafting.
ED 135 959

Architecture
Metrics for Architectural, Civil, Mechanical Drafting.
ED 135 959

Art Education
An Annotated Bibliography of Selected Curriculum Materials. Arts and Humanities Occupational Cluster.
ED 137 606
Exploring Arts and Humanities Careers in the Community.
ED 137 608
391 Ways to Explore Arts and Humanities Careers: Classroom Activities in Dance, Music, Theater and Media, Visual Arts and Crafts, Writing, Humanities.
ED 137 607

Articulation (Program)
Competency-Based Route to Vertical Curriculum Articulation.
ED 137 515
Occupational Food Service Education. A Competency-Based Articulated Model for Secondary and Post-Secondary Schools in Wisconsin. Final Report. Bulletin No. 6405.
ED 137 548

Attitudes
Assessment and Evaluation of the Public's Perception of Vocational Education in Indiana. Technical Report.
ED 136 015

Aurally Handicapped
Summary, 1970-75 Follow-Up of Hearing Impaired Graduates in Pennsylvania.
ED 136 072

Auto Mechanics (Occupation)
Comprehensive Instructional Management System for Occupational Education in New York State. Final Report.
ED 136 051

Basic Skills
An Assessment of Career Development: Basic Work Skills. Career and Occupational Development Report No. 05-COD-02.
ED 135 987

Behavioral Science Research
Career Development: Exploration and Commitment.
ED 135 946//

Bibliographies
Consumer Education Resources.
ED 135 972

Bilingual Education
The Need for Bilingual Vocational Education Programs in Secondary Schools in Texas. Final Report.
ED 137 518

Book Binding
Metrics for Bindery Operation.
ED 135 960

Broadcast Operators
Broadcast Operator Handbook. Radiotelephone 3rd Class Operators' Permit. Broadcast Endorsement. First Edition.
ED 137 586

Broadcasting
Broadcast Operator Handbook. Radiotelephone 3rd Class Operators' Permit. Broadcast Endorsement. First Edition.
ED 137 586

Business
A Survey of the Manpower Training Needs of Connecticut Business and Industry with Special Emphasis on the Development of a Computer-Based Model for Vocational-Career Information Delivery Systems. Final Report.
ED 136 038

California
Manpower Projections to 1980. Econometric Study.
ED 136 000

Career Choice
Bibliography on Life/Career Planning.
ED 135 975
Implementation of a State-Wide Computer-Based Occupational Information System with Multi-Facet Delivery Systems.
ED 136 026
Nontraditional Vocational Educational Programs for Women. Final Report.
ED 136 025

Career Education
Abstracts of Research and Development Projects in Career Education. Fiscal Year 1973 Program.
ED 136 068
Analysis and Synthesis of Competencies Needed by Vocational and Career Educators: Phase I of a Professional Development Study for Massachusetts.
ED 137 570
An Annotated Bibliography of Selected Curriculum Materials. Arts and Humanities Occupational Cluster.
ED 137 606
Comprehensive Illinois Occupational Education Demonstration Center. Site A. Final Report.
ED 136 013
Comprehensive Illinois Occupational Education. Demonstration Center. Site B. Kindergarten-Grade 14. Final Report.
ED 137 514
A Design for Establishment of a Career Oriented Educational Program Through a Regional Education Service Agency. Three Year Project Report.
ED 137 539
Facilitating the Career Development of Home-Based Adults: The Home/Community-Based Career Education Model. Final Report. Volume I. The Model: Its Nature, Context, and Products.
ED 135 997
Facilitating the Career Development of Home-Based Adults: The Home/Community-Based Career Education Model. Final Report. Volume II. Research and Evaluation.
ED 135 998
Facilitating the Career Development of Home-

Based Adults: The Home/Community-Based Career Education Model. Final Report. Volume III. Appendices.
ED 135 999

The First National Assessment of Career and Occupational Development: An Overview. Career and Occupational Development Report No. 05-COD-00.
ED 137 604

Guidance, Counseling, Placement and Follow-Up Services Project. Final Report.
ED 136 030

Language Experience Based Awareness + Hands On Exploration + Competency Based Preparation = A School Based Total Career Education Model. Final Report.
ED 136 052

The New Hampshire High School Career Education Model. Program Assessment System and Conceptual Framework for High Schools in New Hampshire.
ED 137 558

An Operational Blueprint for Health Career Education and Training Program. Final Report.
ED 136 020

Placement Component, Lincoln Career Education Project. Final Report. March, 1973-June, 1976.
ED 136 045

Preparation of Prospective Teachers for Career/-Vocational Education. 1975-76 Exemplary Project in Career/Vocational Education. Final Report.
ED 136 057

Program Plan for Fiscal Years 1977-1978. Education and Work Group. National Institute of Education.
ED 137 566

Programmatic Approach to Guidance Excellence. PAGE 2. Final Report.
ED 137 510

Public Schools for the 80's. Implications for Vocational and Career Education R & D. Occasional Paper No. 20.
ED 137 540

A Research and Development Project in Career Education. Final Report.
ED 136 036

A Third Party Evaluation of the Region V, Regional Education Service Agency, Career Oriented Education Program: 1975-76.
ED 136 033

Career Exploration
Career Exploration in Hospitality and Recreation.
ED 136 041

Exploring Arts and Humanities Careers in the Community.
ED 137 608

Exploring Careers in the Humanities. A Student Guidebook.
ED 137 610

Exploring Dance Careers. A Student Guidebook.
ED 137 614

Exploring Manufacturing Occupations. Instructor's Guide. The Manufacturing Cluster.
ED 137 530

Exploring Manufacturing Occupations. Student's Manual. The Manufacturing Cluster.
ED 137 531

Exploring Music Careers. A Student Guidebook.
ED 137 615

Exploring Theater and Media Careers. A Student Guidebook.
ED 137 613

Exploring Visual Arts and Crafts Careers. A Student Guidebook.
ED 137 609

Exploring Writing Careers. A Student Guidebook.
ED 137 612

Implementation of a State-Wide Computer-Based Occupational Information System with Multi-Facet Delivery Systems.
ED 136 026

Occupational Preparation–Inspection and Quality Control. Instructor's Guide. The Manufacturing Cluster.
ED 137 533

Pontiac Adult-Student Learning System. Final Evaluation Report. Project Years 1973-76.
ED 136 037

391 Ways to Explore Arts and Humanities Careers: Classroom Activities in Dance, Music, Theater and Media, Visual Arts and Crafts, Writing, Humanities.
ED 137 607

Career Ladders
A Preliminary Exploration of Occupations in the Arts and the Humanities.
ED 137 611

Career Planning
Bibliography on Life/Career Planning.
ED 135 975

Certification
Broadcast Operator Handbook. Radiotelephone 3rd Class Operators' Permit. Broadcast Endorsement. First Edition.
ED 137 586

Change Strategies
Proceedings. Leadership Conference for Instructors and Administrators in Allied Health and Nursing (Louisville, Kentucky, February 16-18, 1976).
ED 137 562

Child Care
How Women Arrange for the Care of Their Children While They Work: A Study of Child Care Arrangements, Costs, and Preferences in 1971.
ED 137 557

Child Development
The Preschool Years.
ED 137 554

Civil Engineering
Metrics for Architectural, Civil, Mechanical Drafting.
ED 135 959

Civil Rights Legislation
Brief Highlights of Major Federal Laws and Order on Sex Discrimination in Employment.
ED 136 075

Class Management
Comprehensive Instructional Management System for Occupational Education in New York State. Final Report.
ED 136 051

Clerical Occupations
Metrics for General Office Clerks, Clerk-Typists, Typists.
ED 135 956

Clerical Workers
Survey of Continuing Education Needs for Secretarial Science Personnel within Lakeshore District. Final Report.
ED 136 039

Cognitive Style
Expand the Use of Cognitive-Style Mapping as a Counseling Tool. Final Report.
ED 137 525

Cognitive Tests
Expand the Use of Cognitive-Style Mapping as a Counseling Tool. Final Report.
ED 137 525

College Credits
Credit by Examination and the Professional Development of Vocational Education Teachers.
ED 137 565

College Curriculum
A Performance-Based Education Program in Vocational-Technical Teacher Education and 2-Year Vocational-Technical Associate Degree Programs. Final Report.
ED 137 513

College Graduates
Employment Outlook for 1975 College Graduates in New England. Regional Report Number 75-5.
ED 137 585

Employment Outlook for 1976 College Graduates in New England. Regional Report Number 76-4.
ED 137 584

A Marketability Study of Graduates of Illinois Agriculture Programs of Higher Education for the Purposes of: Student and Parent Advisement, Program Planning, and Program Changing.
ED 137 524

On the Declining Labor Market Value of Schooling.
ED 137 580

College Students
Job Interview Training Manual.
ED 137 616

College Teachers
Vocational Reading Development Program. Analysis of Reading Teachers' Perceptions of the Reading Programs in Post-Secondary Vocational/Technical Complexes in Mississippi. Number 34.
ED 137 542

Community Programs
Facilitating the Career Development of Home-Based Adults: The Home/Community-Based Career Education Model. Final Report. Volume I. The Model: Its Nature, Context, and Products.
ED 135 997

Community Resources
Placement Component, Lincoln Career Education Project. Final Report. March, 1973-June, 1976.
ED 136 045

Competitive Selection
Analysis of Consumers' Education Applications and Funded Projects, Fiscal Year 1976. Technical Report No. 1.
ED 136 005

Computer Assisted Instruction
DISCOVER: A Computer-Based Career Guidance and Counselor-Administrative Support System. Final Report. July 1974-August 1975.
ED 136 055

Concept Formation
Performance Based Instruction Curriculum Development in Vocational Education. The State-of-the-Art.
ED 137 497

Connecticut
A Survey of the Manpower Training Needs of Connecticut Business and Industry with Special Emphasis on the Development of a Computer-Based Model for Vocational-Career Information Delivery Systems. Final Report.
ED 136 038

Construction (Process)
Metrics for Commercial, Industrial, Residential Electricity.
ED 135 966

Consultation Programs
Manpower Advisory Services in the Workplace: A Missing Link in National Manpower Policy. Volume I.
FD 135 986
Manpower Advisory Services in the Workplace: A Missing Link in National Manpower Policy. Volume II–Appendices.
ED 135 985

Consumer Education
Adult Competency Instructional Guide Based on Adult Performance Level Studies. Career Education for Adults. Consumer Economics Module. Health Module.
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ED 137 564

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ED 135 950
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An Annotated Bibliography of Selected Curriculum Materials. Arts and Humanities Occupational Cluster.
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Metrics for Agricultural Mechanics.
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Metrics for Architectural, Civil, Mechanical Drafting.
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Metrics for Bindery Operation.
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ED 135 961
Metrics for Commercial, Industrial, Residential Electricity.
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ED 135 962
Metrics for Food Services.
ED 135 968
Metrics for Forestry.
ED 135 954
Metrics for General Office Clerks, Clerk-Typists, Typists.
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Metrics for Horticulture.
ED 135 955
Metrics for Hotel and Lodging.
ED 135 969
Metrics for Key Punch Operators.
ED 135 957
Metrics for Litho Photography, Offset Stripping, Offset Platemaking.
ED 135 963
Metrics for Offset Printing Press Operation.
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Metrics for Plumbing, Pipefitting.
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Metrics for Secretarial, Stenography.
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The Preschool Years.
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Part-Time Adult and Employer Evaluation.
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Jobs for Which Junior College, Technical Institute, or Other Specialized Training Is Usually Required.
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Job Placement Services Research Study.
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Enrollment
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Last Hired, First Fired: Layoffs and Civil Rights. A Report of the United States Commission on Civil Rights.
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Evaluation
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Females
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Foods Instruction
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Metrics for Forestry.
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Group Activities
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Metrics for Horticulture.
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Income
Mature Women Workers: A Profile.
ED 136 076
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ED 136 077
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Individual Development
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Metrics for Forestry.
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Metrics for Horticulture.
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ED 137 517
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ED 137 565
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ED 137 505
Learning a Living across the Nation. Volume V. Project Baseline. Fifth National Report. Baseline Year: 1974-75 (Fiscal Year 1975). Part 2: Statistical Almanac.
ED 137 551
Metrics for Agricultural Mechanics.
ED 135 952
Metrics for Agricultural Supplies & Services, Agricultural Production.
ED 135 953
Metrics for Architectural, Civil, Mechanical Drafting.
ED 135 959
Metrics for Bindery Operation.
ED 135 960
Metrics for Commercial Photography.
ED 135 961
Metrics for Commercial, Industrial, Residential Electricity.
ED 135 966
Metrics for Copy Preparation, Layout and Design, Type Composition.
ED 135 962
Metrics for Food Services.
ED 135 968
Metrics for Forestry.
ED 135 954
Metrics for General Office Clerks, Clerk-Typists, Typists.
ED 135 956
Metrics for Horticulture.
ED 135 955
Metrics for Hotel and Lodging.
ED 135 969
Metrics for Key Punch Operators.
ED 135 957
Metrics for Litho Photography, Offset Stripping,

Offset Platemaking.
ED 135 963
Metrics for Offset Printing Press Operation.
ED 135 964
Metrics for Plumbing, Pipefitting.
ED 135 967
Metrics for Recreation & Tourism.
ED 135 970
Metrics for Secretarial, Stenography.
ED 135 958
The Need for Bilingual Vocational Education Programs in Secondary Schools in Texas. Final Report.
ED 137 518
Nontraditional Vocational Educational Programs for Women. Final Report.
ED 136 025
The Northwest Area Schools Multi-District Secondary Occupational-Vocational Training Program. Vocational Education by Mobile Units. Report on an Exemplary Project.
ED 136 048
Overview. 1975 Reports. State Advisory Councils on Vocational Education.
ED 137 594
Performance Based Instruction Curriculum Development in Vocational Education. The State-of-the-Art.
ED 137 497
Performance Based Instruction. The Development of Research Based Teacher-Learning Activities Systems for Vocational Education in the State of Alabama.
ED 137 498
Pontiac Adult-Student Learning System. Final Evaluation Report. Project Years 1973-76.
ED 136 037
Priorities for Planning in Vocational Education: Alternatives for the 1970s.
ED 135 951//
Proceedings. NACVE-SACVE Joint Meeting. (Washington, D. C. May 5-7, 1976.)
ED 137 595
Public Schools for the 80's. Implications for Vocational and Career Education R & D. Occasional Paper No. 20.
ED 137 540
Resource Book for Members. State Advisory Councils on Vocational Education.
ED 137 596
A State Inservice Training Model for Local Directors of Vocational Education.
ED 137 496
A Statewide Manpower/Curriculum Management System. Final Report.
ED 136 027
Student Attrition in the Wisconsin VTAE System. Phase I. Final Report.
ED 136 012
Summary, 1970-75 Follow-Up of Hearing Impaired Graduates in Pennsylvania.
ED 136 072
Targeting Information to Market Segments: An Action Oriented Study of Attitudes Toward Vocational Education Among Target Populations. Final Report.
ED 136 042
Training Manual: Driver Education. Vocational Strategies for Special Needs Students.
ED 135 982
Training Manual: Job and Social Skills. Vocational Strategies for Special Needs Students.
ED 135 980
Training Manual: Middle Schools. Vocational Strategies for Special Needs Students.
ED 135 981
Training Manual: Paraprofessionals. Vocational Strategies for Special Needs Students.
ED 135 983
Training Manual: Vocational Skills. Vocational Strategies for Special Needs Students.
ED 135 984
Unmet Needs and Unresolved Issues of Vocational-Technical Education in the United States as Reported by the State Advisory Councils on Vocational Education for 1973.
ED 137 603
Vocational Education for Special Groups. Sixth Yearbook.
ED 135 940//
Vocational Reading Development Program. Comparison of the Reading Comprehension Levels of the Post-Secondary Vocational/Technical Students with the Readability Levels of the Textbooks Utilized in the Vocational/Technical Complexes in Mississippi. Number 33.
ED 137 543

Vocational Education Teachers
Credit by Examination and the Professional Development of Vocational Education Teachers.
ED 137 565
An Investigation of the Teacher Competencies Needed to Utilize Diagnostic Test Data in Prescribing Occupational Learning Experiences in Teaching EMRS. Final Report. Part II. Appendices.
ED 137 535
An Investigation of the Teacher Competencies Needed to Utilize Diagnostic Test Data in Prescribing Occupational Learning Experiences in Teaching EMRS. Final Report.
ED 137 534
The Purposes of and Competencies Developed Through Occupational Experience for Vocational Education Teachers. Final Report.
ED 137 519

Vocational Followup
Cost-Effectiveness Study of Work Experience Programs. Final Report.
ED 136 053
A Marketability Study of Graduates of Illinois Agriculture Programs of Higher Education for the Purposes of: Student and Parent Advisement, Program Planning, and Program Changing.
ED 137 524
Part-Time Adult and Employer Evaluation.
ED 137 545

Vocational Rehabilitation
Understanding the Guidelines for the Rehabilitation Act of 1973 on Expanding and Improving Services to the Severely Handicapped. The Intake Process.
ED 137 598
Understanding the Guidelines for the Rehabilitation Act of 1973 on Expanding and Improving Services to the Severely Handicapped. The Referral Process. A Training and Discussion Guide.
ED 137 599

Vocational Training Centers
A Comprehensive System for the Evaluation of Individualized Manpower Training Sites. Final Report.
ED 137 517

Volunteer Training
The Use, Recruitment and Training of Volunteers in Rehabilitation Facilities. Final Report.
ED 137 605

Volunteers
The Use, Recruitment and Training of Volunteers in Rehabilitation Facilities. Final Report.
ED 137 605
The Volunteers Speak: A World-Wide Survey of Peace Corps Volunteers. ACTION Evaluation.
ED 136 007

Waste Disposal
A Study of Job Demands and Curriculum Development in Agricultural Training Related to the Muskegon County Wastewater Management System. Final Report. Volume I. An Overview of the Research Project.
ED 137 544

Water Pollution Control
A Study of Job Demands and Curriculum Development in Agricultural Training Related to the Muskegon County Wastewater Management System. Final Report. Volume I. An Overview of the Research Project.
ED 137 544

Welfare Recipients
What Has Been Learned from the Work Incentive Program and Related Experiences: A Review of Research with Policy Implications. Final Report.
ED 136 011

West Virginia
A Design for Establishment of a Career Oriented Educational Program Through a Regional Education Service Agency. Three Year Project Report.
ED 137 539

Wisconsin
Student Attrition in the Wisconsin VTAE System. Phase I. Final Report.
ED 136 012
Survey of Continuing Education Needs for Secretarial Science Personnel within Lakeshore District. Final Report.
ED 136 039

Work Attitudes
The Volunteers Speak: A World-Wide Survey of Peace Corps Volunteers. ACTION Evaluation.
ED 136 007
What Has Been Learned from the Work Incentive Program and Related Experiences: A Review of Research with Policy Implications. Final Report.
ED 136 011

Work Experience
Mature Women Workers: A Profile.
ED 136 076
The Purposes of and Competencies Developed Through Occupational Experience for Vocational Education Teachers. Final Report.
ED 137 519

Work Experience Programs
Cost-Effectiveness Study of Work Experience Programs. Final Report.
ED 136 053

Working Women
How Women Arrange for the Care of Their Children While They Work: A Study of Child Care Arrangements, Costs, and Preferences in 1971.
ED 137 557
Mature Women Workers: A Profile.
ED 136 076

Writing
Exploring Writing Careers. A Student Guidebook.
ED 137 612

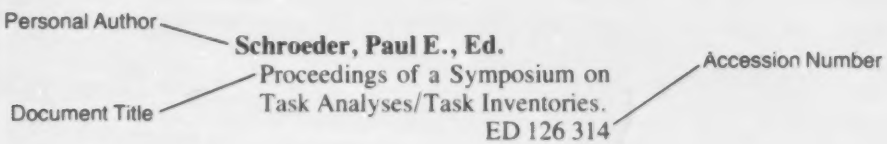
Year Round Schools
Implementing a Flexible Year-Round Program. Final Report.
ED 137 546

AUTHOR INDEX

This Index lists documents under the name(s) of their author(s). The Index is arranged in alphabetical order by the author's last name.

As shown in the example below, the Accession Number is displayed below and to the right of the title. Additional information about the document can be found under that number in the Resume Section.

The symbol / / appearing after an accession number identifies a document that is not available from the ERIC Document Reproduction Service and that is not in the ERIC Microfiche Collection.



Adkins, John
Review and Evaluation of Current Training Programs Found in Various Mining Environments. Final Report. Volume I, Summary.
ED 137 600
Review and Evaluation of Current Training Programs Found in Various Mining Environments. Final Report. Volume II, Analysis and Recommendations.
ED 137 601

Allosso, Michael
Exploring Theater and Media Careers. A Student Guidebook.
ED 137 613

Altenderfer, Marion
Analytical and Data Needs for Health Manpower Planning. A Pragmatic Overview. Report No. 76-46.
ED 137 567

Andrews, Ellen
Exploring Arts and Humanities Careers in the Community.
ED 137 608

Bailey, Frank A.
The In-Plant Printer.
ED 137 555

Banathy, Bela H.
The Effects of Learned Leadership/Membership Skills on Work Performance. Final Report.
ED 135 939

Bania, Kent
Horticultural Practices. Activity Guides.
ED 137 617

Baylis, Clifford A., Jr.
Language Experience Based Awareness + Hands On Exploration + Competency Based Preparation = A School Based Total Career Education Model. Final Report.
ED 136 052

Benedict, Paul L.
Preparation of Prospective Teachers for Career/-Vocational Education. 1975-76 Exemplary Project in Career/Vocational Education. Final Report.
ED 136 057

Bentley, Marion T.
Manpower Advisory Services in the Workplace: A Missing Link in National Manpower Policy. Volume I
ED 135 986
Manpower Advisory Services in the Workplace: A Missing Link in National Manpower Policy. Volume II-Appendices.
ED 135 985

Bergman, W. H.
Demography and Socio-Economic Characteristics of South Dakota and Its Economic Regions. Bulletin Number 120.
ED 137 549

Bice, Juanita W.
A State Inservice Training Model for Local Directors of Vocational Education.
ED 137 496

Blanc, Doreen V.
Training Manual: Driver Education. Vocational Strategies for Special Needs Students.
ED 135 982
Training Manual: Job and Social Skills. Vocational Strategies for Special Needs Students.
ED 135 980
Training Manual: Middle Schools. Vocational Strategies for Special Needs Students.
ED 135 981
Training Manual: Paraprofessionals. Vocational Strategies for Special Needs Students.
ED 135 983
Training Manual: Vocational Skills. Vocational Strategies for Special Needs Students.
ED 135 984

Blaschke, Charles L.
Models and Procedures for Improving the Planning, Management, and Evaluation of Cooperative Education Programs. Final Report. Volume II.
ED 136 035

Bowen, Gordon E.
Employment Outlook for 1975 College Graduates in New England. Regional Report Number 75-5.
ED 137 585
Employment Outlook for 1976 College Graduates in New England. Regional Report Number 76-4.
ED 137 584

Boyer, Ray G.
Expand the Use of Cognitive-Style Mapping as a Counseling Tool. Final Report.
ED 137 525

Brito, Patricia
How Women Arrange for the Care of Their Children While They Work: A Study of Child Care Arrangements, Costs, and Preferences in 1971.
ED 137 557

Bruce, Herbert, Jr.
Competency-Based Curriculum Development. Final Report.
ED 137 521

Bunnag, Jane
Needs Appraisal.
ED 137 581

Burger, Laura
Competency-Based Route to Vertical Curriculum Articulation.
ED 137 515

Burrow, Jim
The Purposes of and Competencies Developed Through Occupational Experience for Vocational Education Teachers. Final Report.
ED 137 519

Campbell, Clifton Paul
Job Performance Analysis for Educators and Trainers.
ED 137 520

Campbell, Dale F.
Performance Oriented Programs of Faculty Development.
ED 137 561

Carmody, Shirley H.
Analysis and Synthesis of Competencies Needed by Vocational and Career Educators: Phase I of a Professional Development Study for Massachusetts.
ED 137 570

Cava, Karen
Job Placement Center. Final Report.
ED 137 582

Cerf, Carol
Trends Affecting the U.S. Health Care System. Health Planning Information Series.
ED 137 573

Charters, Margaret
Empirical Determination of Effectiveness of a Competency Based Program in Distributive Education. Final Report.
ED 137 512

Christiansen, James E.
The Need for Bilingual Vocational Education Programs in Secondary Schools in Texas. Final Report.
ED 137 518

Clark, David H.
The Impact of Technological Change upon the Instrument Technician in the Pulp and Paper Industry and Some Implications for Vocational Education.
ED 136 056

Cooper, Gloria S., Ed.
Metrics for Agricultural Mechanics.
ED 135 952
Metrics for Agricultural Supplies & Services, Agricultural Production.
ED 135 953
Metrics for Air Conditioning & Refrigeration, Heating, Ventilating.
ED 135 965
Metrics for Architectural, Civil, Mechanical Drafting.
ED 135 959
Metrics for Bindery Operation.
ED 135 960
Metrics for Commercial Photography.
ED 135 961
Metrics for Commercial, Industrial, Residential Electricity.
ED 135 966
Metrics for Copy Preparation, Layout and Design, Type Composition.
ED 135 962
Metrics for Food Services.
ED 135 968
Metrics for Forestry.
ED 135 954
Metrics for General Office Clerks, Clerk-Typists, Typists.
ED 135 956
Metrics for Horticulture.
ED 135 955
Metrics for Hotel and Lodging.
ED 135 969
Metrics for Key Punch Operators.
ED 135 957
Metrics for Litho Photography, Offset Stripping, Offset Platemaking.
ED 135 963
Metrics for Offset Printing Press Operation.
ED 135 964
Metrics for Plumbing, Pipefitting.
ED 135 967
Metrics for Recreation & Tourism.
ED 135 970
Metrics for Secretarial, Stenography.
ED 135 958

Cornell, Richard
Exploring Dance Careers. A Student Guidebook.
ED 137 614
Exploring Music Careers. A Student Guidebook.
ED 137 615

Cummings, John, Ed.
Horticultural Practices. Activity Guides.
ED 137 617

Davis, Bettie
A Career Education Project for the Texas School for the Deaf. Career Education: An Innovative Approach to Relevant Education. Final Report.
ED 137 577

Drenkhahn, Clarence
The Northwest Area Schools Multi-District Secondary Occupational-Vocational Training Program. Vocational Education by Mobile Units. Report on an Exemplary Project.
ED 136 048

Dubman, Shelia
Exploring Visual Arts and Crafts Careers. A Student Guidebook.
ED 137 609

Dudley, Gordon A.
Career Development: Exploration and Commitment.
ED 135 946//

Epstein, Rosalie
U.S. Workers and Their Jobs: The Changing Picture. Bulletin 1919.
ED 137 575

Erisman, Kenneth E., Comp.
Plumbing. Trade and Industrial Education Course of Study.
ED 136 062

Erpelding, Lawrence H., Comp.
Proceedings of the Annual Central Region Research Conference in Agricultural Education (30th, Columbus, Ohio, August 3-5, 1976).
ED 136 070

Fisher, Harold S.
A Study of Job Demands and Curriculum Development in Agricultural Training Related to the Muskegon County Wastewater Management System. Final Report. Volume I. An Overview of the Research Project.
ED 137 544

Fitzgerald, Dorris
Learning a Living across the Nation. Volume V. Project Baseline. Fifth National Report. Baseline Year: 1974-75 (Fiscal Year 1975). Part 2: Statistical Almanac.
ED 137 551

Forsgren, Roderick A.
The Impact of Technological Change upon the Instrument Technician in the Pulp and Paper Industry and Some Implications for Vocational Education.
ED 136 056

Freeman, Patricia
Development of a Health Occupations Continuing Education Center. Final Report.
ED 136 054

Gerberich, Charles F., Comp.
Plumbing. Trade and Industrial Education Course of Study.
ED 136 062

Gilles, Donald M.
A Statewide Manpower/Curriculum Management System. Final Report.
ED 136 027

Ginn, Clyde N.
Vocational Reading Development Program. Analysis of Reading Teachers' Perceptions of the Reading Programs in Post-Secondary Vocational/Technical Complexes in Mississippi. Number 34.
ED 137 542
Vocational Reading Development Program. Comparison of the Reading Comprehension Levels of the Post-Secondary Vocational/Technical Students with the Readability Levels of the Textbooks Utilized in the Vocational/Technical Complexes in Mississippi. Number 33.
ED 137 543

Goldenberg, I. Ira
The Addict and Ex-Addict in the World of Work: Job Finding Experiences and Performance in Employment. Final Report.
ED 135 988

Goldstein, Judith
U.S. Workers and Their Jobs: The Changing Picture. Bulletin 1919.
ED 137 575

Gomolak, John D., Comp.
Electrical Occupations. Trade and Industrial Education Course of Study.
ED 136 064

Goodwin, Leonard
What Has Been Learned from the Work Incentive Program and Related Experiences: A Review of Research with Policy Implications. Final Report.
ED 136 011

Grasso, John T.
On the Declining Labor Market Value of Schooling.
ED 137 580

Griggs, Robert J.
The Use, Recruitment and Training of Volunteers in Rehabilitation Facilities. Final Report.
ED 137 605

Groneman, Nancy
The Purposes of and Competencies Developed Through Occupational Experience for Vocational Education Teachers. Final Report.
ED 137 519

Grothe, Mardell S.
Facilitating the Career Development of Home-Based Adults: The Home/Community-Based Career Education Model. Final Report. Volume I. The Model: Its Nature, Context, and Products.
ED 135 997
Facilitating the Career Development of Home-Based Adults: The Home/Community-Based Career Education Model. Final Report. Volume II. Research and Evaluation.
ED 135 998
Facilitating the Career Development of Home-Based Adults: The Home/Community-Based Career Education Model. Final Report. Volume III. Appendices.

ED 135 999

Guilfoy, Vivian M.
Facilitating the Career Development of Home-Based Adults: The Home/Community-Based Career Education Model. Final Report. Volume I. The Model: Its Nature, Context, and Products.
ED 135 997
Facilitating the Career Development of Home-Based Adults: The Home/Community-Based Career Education Model. Final Report. Volume II. Research and Evaluation.
ED 135 998
Facilitating the Career Development of Home-Based Adults: The Home/Community-Based Career Education Model. Final Report. Volume III. Appendices.
ED 135 999

Gurin, Patricia
Education, Labor Market Experiences, and Current Expectancies of Black and White Men and Women. Final Report.
ED 135 996

Hansen, Gary B.
Manpower Advisory Services in the Workplace: A Missing Link in National Manpower Policy. Volume I.
ED 135 986
Manpower Advisory Services in the Workplace: A Missing Link in National Manpower Policy. Volume II–Appendices.
ED 135 985

Hansen, Mary Lewis
Exploring Careers in the Humanities. A Student Guidebook.
ED 137 610
Exploring Dance Careers. A Student Guidebook.
ED 137 614
Exploring Writing Careers. A Student Guidebook.
ED 137 612
A Preliminary Exploration of Occupations in the Arts and the Humanities.
ED 137 611
391 Ways to Explore Arts and Humanities Careers: Classroom Activities in Dance, Music, Theater and Media, Visual Arts and Crafts, Writing, Humanities.
ED 137 607

Harris-Bowlsbey, JoAnn
DISCOVER: A Computer-Based Career Guidance and Counselor-Administrative Support System. Final Report. July 1974-August 1975.
ED 136 055

Hartnett, Richard A.
A Third Party Evaluation of the Region V, Regional Education Service Agency, Career Oriented Education Program: 1975-76.
ED 136 033

Heck, Edward J.
Job Interview Training Manual.
ED 137 616

Heitzeg, Howard
Pontiac Adult-Student Learning System. Final Evaluation Report. Project Years 1973-76.
ED 136 037

Herring, Don R.
Identification and Validation of Competencies for Teacher Education–Agriculture.
ED 136 016

Holup, John, Ed.
Multi-Occupations Curriculum Guide.
ED 136 059

Hood, Theresa W.
An Operational Blueprint for Health Career Education and Training Program. Final Report.
ED 136 020

Jeter, Kaye
Pontiac Adult-Student Learning System. Final Evaluation Report. Project Years 1973-76.
ED 136 037

Kapes, Jerome T.
Dissemination of Vocational Development Research. Final Report.
ED 137 578

Karnes, Frances A.
Vocational Reading Development Program. Analysis of Reading Teachers' Perceptions of the Reading Programs in Post-Secondary Vocational/Technical Complexes in Mississippi. Number 34.
ED 137 542
Vocational Reading Development Program. Comparison of the Reading Comprehension Levels of the Post-Secondary Vocational/Technical Students with the Readability Levels of the Textbooks Utilized in the Vocational/Technical Complexes in Mississippi. Number 33.
ED 137 543

Katz, Douglas S.
Data Availability in Vocational Education. Final Report. Volume IV. Alternative Procedures for Meeting Informational Needs.
ED 137 529

Kettner, Joseph N., Jr.
Determining Performance Levels of Competencies for Job Entry of Data Processing Programmers. Final Report.
ED 136 031

Koble, Daniel E., Jr., Comp.
Developing the Leadership Potential of Urban Vocational Education Administrators. National Leadership Seminar for Administrators of Vocational Education in Large Cities (Columbus, Ohio, March 28-31, 1976). Leadership Training Series No. 48.
ED 137 508

Koch, James L.
Effects of Feedback on Job Attitudes and Work Behavior: A Field Experiment. Technical Report No. 6.
ED 137 602

Korb, A. W.
A Performance-Based Education Program in Vocational-Technical Teacher Education and 2-Year Vocational-Technical Associate Degree Programs. Final Report.
ED 137 513

Kubota, Gordon H.
Manpower Projections to 1980. Econometric Study.
ED 136 000

Lareau, Edward H., Jr.
Language Experience Based Awareness + Hands On Exploration + Competency Based Preparation = A School Based Total Career Education Model. Final Report.
ED 136 052

Lawrence, John E. S.
Data Availability in Vocational Education. Final Report. Volume I. Comparisons of Collected with Needed Information.
ED 137 526
Data Availability in Vocational Education. Final Report. Volume II. Data Base of Needed and Collected Information.
ED 137 527

Lecht, Leonard A.
Priorities for Planning in Vocational Education: Alternatives for the 1970s.
ED 135 951//

Lee, Arthur M.
Learning a Living across the Nation. Volume V. Project Baseline. Fifth National Report. Baseline Year: 1974-75 (Fiscal Year 1975). Part 1: Narrative Report.
ED 137 505
Learning a Living across the Nation. Volume V. Project Baseline. Fifth National Report. Baseline Year: 1974-75 (Fiscal Year 1975). Part 2: Statistical Almanac.
ED 137 551

Lewis, James P.
Summary, 1970-75 Follow-Up of Hearing Impaired Graduates in Pennsylvania.
ED 136 072

Lewis, Morgan V.
Cost-Effectiveness Study of Work Experience Programs. Final Report.
ED 136 053
Nontraditional Vocational Educational Programs for Women. Final Report.
ED 136 025

Ludeman, Ivan
Statewide Mathematics Performance Related to Career and Vocational Education. Final Report.
ED 137 541

Magisos, Joel H., Ed.
Metrics for Agricultural Mechanics.
ED 135 952
Metrics for Agricultural Supplies & Services, Agricultural Production.
ED 135 953
Metrics for Air Conditioning & Refrigeration, Heating, Ventilating.
ED 135 965
Metrics for Architectural, Civil, Mechanical Drafting.
ED 135 959
Metrics for Bindery Operation.
ED 135 960
Metrics for Commercial Photography.
ED 135 961
Metrics for Commercial, Industrial, Residential Electricity.
ED 135 966
Metrics for Copy Preparation, Layout and Design, Type Composition.
ED 135 962
Metrics for Food Services.
ED 135 968
Metrics for Forestry.
ED 135 954
Metrics for General Office Clerks, Clerk-Typists, Typists.
ED 135 956
Metrics for Horticulture.
ED 135 955
Metrics for Hotel and Lodging.
ED 135 969
Metrics for Key Punch Operators.
ED 135 957
Metrics for Litho Photography, Offset Stripping, Offset Platemaking.
ED 135 963
Metrics for Offset Printing Press Operation.
ED 135 964
Metrics for Plumbing, Pipefitting.
ED 135 967
Metrics for Recreation & Tourism.
ED 135 970
Metrics for Secretarial, Stenography.
ED 135 958

Marshall, Martha
Gourmet Foods. Course of Study.
ED 137 564

Mason, Suzanne L.
Dissemination of Vocational Development Research. Final Report.
ED 137 578

McElwee, Robert
Outdoor Recreation. Curriculum Materials for Agricultural Education.
ED 137 523

McLeod, Pat N.
Job Placement Services Research Study.
ED 136 032

McMinn, James H.
A Research and Development Project in Career Education. Final Report.
ED 136 036

Meleen, Paulette
Identifying and Planning for New and Emerging Occupations: A Suggested Guide.
ED 137 516

Mezirow, Jack
Innovation Dissemination for the Education of Adults (IDEA). Lessons from a Demonstration Project. 9/1/73 - 9/1/75.
ED 137 507

Michlein, Michael G.
Student Attrition in the Wisconsin VTAE System. Phase I. Final Report.
ED 136 012

Morrison, Betty Mae
Education, Labor Market Experiences, and Current Expectancies of Black and White Men and Women. Final Report.
ED 135 996

Morton, J. B.
The Comparative Efficacy of Selected Manpower Demand Project Techniques on Diversified Populations. Final Report.
ED 136 028

Morton, J.B.
Part-Time Adult and Employer Evaluation.
ED 137 545

Nelson, Orville
An Investigation of the Teacher Competencies Needed to Utilize Diagnostic Test Data in Prescribing Occupational Learning Experiences in Teaching EMRS. Final Report.
ED 137 534
An Investigation of the Teacher Competencies Needed to Utilize Diagnostic Test Data in Prescribing Occupational Learning Experiences in Teaching EMRS. Final Report. Part II. Appendices.
ED 137 535

Newton, Mark, Comp.
Developing the Leadership Potential of Urban Vocational Education Administrators. National Leadership Seminar for Administrators of Vocational Education in Large Cities (Columbus, Ohio, March 28-31, 1976). Leadership Training Series No. 48.
ED 137 508

Novak, Carl D.
Placement Component, Lincoln Career Education Project. Final Report. March, 1973-June, 1976.
ED 136 045

O'Malley, Patrick M.
Five Years Beyond High School: Causes and Consequences of Educational Attainment. Final Report.
ED 136 077

O'Neil, James
Job Interview Training Manual.
ED 137 616

Oglesby, Elizabeth H.
Data Availability in Vocational Education. Final Report. Volume III. Directory of Collection Forms.
ED 137 528

Parsons, Edgar A.
Assessment of Need in Programs of Vocational Education for the Disadvantaged and Handicapped. Final Report. Volume I. Technical Report.
ED 136 022
Assessment of Need in Programs of Vocational Education for the Disadvantaged and Handicapped. Final Report. Volume II. Compendium of Descriptions of Exemplary Programs.
ED 136 023
Assessment of Need in Programs of Vocational Education for the Disadvantaged and Handicapped. Final Report. Volume III. Bibliography.
ED 136 021

Peterson, Maria
Programmatic Approach to Guidance Excellence. PAGE 2. Final Report.
ED 137 510

Resnick, Harold S.
Analysis and Synthesis of Competencies Needed by Vocational and Career Educators: Phase I of a Professional Development Study for Massachusetts.
ED 137 570

Ritvo, Phyllis T., Comp.
An Annotated Bibliography of Selected Curriculum Materials. Arts and Humanities Occupational Cluster.
ED 137 606

Salazar, Arturo
The Need for Bilingual Vocational Education Programs in Secondary Schools in Texas. Final Report.
ED 137 518

Sawyers, Betty A.
Assessment and Evaluation of the Public's Perception of Vocational Education in Indiana. Technical Report.
ED 136 015

Scanlon, Robert G.
Public Schools for the 80's. Implications for Vocational and Career Education R & D. Occasional Paper No. 20.
ED 137 540

Schrader, Marvin A.
Development of Model Systematic Trilateral Approach to Provide Continuing Education for Nursing Home and Small Hospital Personnel. Final Report.
ED 136 049
Survey of Continuing Education Needs for Secretarial Science Personnel within Lakeshore District. Final Report.
ED 136 039

Seay, Donna M.
A Comprehensive System for the Evaluation of Individualized Manpower Training Sites. Final Report.
ED 137 517

Self, Samuel L.
Community College Technical Mathematics Project. Final Report.
ED 137 511

Shaffer, Richard, Comp.
Metal Fabrication. Trade and Industrial Education Course of Study.
ED 136 063

Sharp, J. Curt
Survey of Continuing Education Needs for Secretarial Science Personnel within Lakeshore District. Final Report.
ED 136 039

Shortlidge, Richard L., Jr.
How Women Arrange for the Care of Their Children While They Work: A Study of Child Care Arrangements, Costs, and Preferences in 1971.
ED 137 557

Sikorski, Linda A.
Targeting Information to Market Segments: An Action Oriented Study of Attitudes Toward Vocational Education Among Target Populations. Final Report.
ED 136 042

Smith, James P.
A Critique of Tax Based Cost/Benefit Ratios. The Rand Paper Series.
ED 137 506

Snyder, Jane
Bibliography on Life/Career Planning.
ED 135 975

Spanbauer, S.J.
Implementing a Flexible Year-Round Program. Final Report.
ED 137 546

Speary, William A.
A Project to Rewrite and Restructure the Competitive Events for the Distributive Education Clubs of America, Texas Association. Final Report.
ED 137 576

Stead, Floyd L.
A Third Party Evaluation of the Region V, Regional Education Service Agency, Career Oriented Education Program: 1975-76.
ED 136 033

Steiger, JoAnn
Models and Procedures for Improving the Planning, Management, and Evaluation of Cooperative Education Programs. Final Report. Volume II.
ED 136 035

Stevens, David W.
Employment Projections for Planning Vocational-Technical Education Curricula: Mission Impossible?
ED 136 014

Stevens, Joyce
Development of a Health Occupations Continuing Education Center. Final Report.
ED 136 054

Taylor, Wayne, Comp.
Metal Fabrication. Trade and Industrial Education Course of Study.
ED 136 063

Teichler, Ulrich
On the Changing Relationships Between the Educational and Occupational Systems: Conceptions and Recent Trends.
ED 136 073

Thompson, Christopher W.
An Operational Blueprint for Health Career Education and Training Program. Final Report.
ED 136 020

Tiedeman, David V.
Career Development: Exploration and Commitment.
ED 135 946//

Tobias, Jeanette
Job Placement Services Research Study.
ED 136 032

Tsukahara, Theodore, Jr.
Manpower Projections to 1980. Econometric Study.
ED 136 000

Tulloch, Rodney W.
Agricultural Education Division, American Vocational Association Convention (Houston, Texas, December 3-8, 1976).
ED 137 552

Tully, G. Emerson
Credit by Examination and the Professional Development of Vocational Education Teachers.
ED 137 565

Tyrrell, Margaret Edeltrude
The Preschool Years.
ED 137 554

Van Cleve, Roy R.
An Analysis of Selected Start-Up Industry Training Programs as Vehicles for Human Resources Development.
ED 135 976

Wall, James E., Ed.
Vocational Education for Special Groups. Sixth Yearbook.
ED 135 940//

Washburn, George
Guidance, Counseling, Placement and Follow-Up Services Project. Final Report.
ED 136 030

Whinfield, Richard W.
A Comparative Study of State Staffing Patterns and Delivery Systems of Vocational Education and Their Relative Effectiveness. Final Report.
ED 136 029

Wiley, Benaree
Career Exploration in Hospitality and Recreation.
ED 136 041
Occupational Preparation in Hospitality and Recreation: Lodging Services, Travel Services, Recreation, Sports, Entertainment, and Cultural Services. Teacher's Guide/Student Materials.
ED 136 040

Woods, Harvey S.
A Marketability Study of Graduates of Illinois Agriculture Programs of Higher Education for the Purposes of: Student and Parent Advisement, Program Planning, and Program Changing.
ED 137 524

Workman, Jean
Exploring Careers in the Humanities. A Student Guidebook.
ED 137 610

Young, Kan Hua
The Role of Education in the Supply and Demand of Educated Manpower. Research Memorandum.
ED 137 556

Zelker, Thomas M.
Forest Interpreter's Primer on Fire Management.
ED 137 588

INSTITUTION INDEX

This Index lists the titles of documents under the institution responsible for them. The Index is arranged in alphabetical sequence by the name of the university, agency, association, etc. As shown in the example below, the Accession Number is displayed below and to the right of the title. Additional information about the document can be found under that number in the Resume Section.

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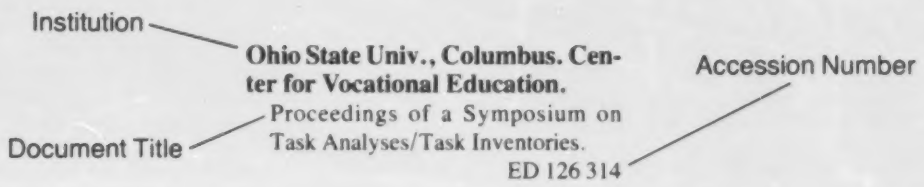
Institution
Ohio State Univ., Columbus. Center for Vocational Education.
Accession Number
Document Title
Proceedings of a Symposium on Task Analyses/Task Inventories.
ED 126 314

Admiral Peary Area Vocational-Technical School, Ebensburg, Pa.
Language Experience Based Awareness + Hands On Exploration + Competency Based Preparation = A School Based Total Career Education Model. Final Report.
ED 136 052

Alabama Research Coordinating Unit for Vocational and Technical Education, Montgomery.
Designing Educational Learning from Task Analysis.
ED 137 499

Alabama State Dept. of Education, Montgomery. Div. of Vocational Education and Community Colleges.
Performance Based Instruction Curriculum Development in Vocational Education. The State-of-the-Art.
ED 137 497

Alabama State Dept. of Education, Montgomery. Div. of Vocational Education.
Designing Educational Learning from Task Analysis.
ED 137 499
Performance Based Instruction. The Development of Research Based Teacher-Learning Activities Systems for Vocational Education in the State of Alabama.
ED 137 498

Allegheny Intermediate Unit, Pittsburgh, Pa.
Job Placement Center. Final Report.
ED 137 582

American Vocational Association, Washington, D.C.
Vocational Education for Special Groups. Sixth Yearbook.
ED 135 940//

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Agricultural Education Division, American Vocational Association Convention (Houston, Texas, December 3-8, 1976).
ED 137 552

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ED 135 975

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Trends Affecting the U.S. Health Care System. Health Planning Information Series.
ED 137 573

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ED 137 569

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ED 136 007

Bendix Corp., Ann Arbor, Mich.
Review and Evaluation of Current Training Programs Found in Various Mining Environments. Final Report. Volume I, Summary.
ED 137 600
Review and Evaluation of Current Training Programs Found in Various Mining Environments. Final Report. Volume II, Analysis and Recommendations.
ED 137 601

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Guidance, Counseling, Placement and Follow-Up Services Project. Final Report.
ED 136 030

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Training Manual: Driver Education. Vocational Strategies for Special Needs Students.
ED 135 982
Training Manual: Job and Social Skills. Vocational Strategies for Special Needs Students.
ED 135 980
Training Manual: Middle Schools. Vocational Strategies for Special Needs Students.
ED 135 981
Training Manual: Paraprofessionals. Vocational Strategies for Special Needs Students.
ED 135 983
Training Manual: Vocational Skills. Vocational Strategies for Special Needs Students.
ED 135 984

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ED 137 570

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ED 137 585
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ED 136 005

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ED 136 000

Cambridge Research Inst., Inc., Mass.
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ED 137 573

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Agricultural Sales and Services: A Curriculum Guide. Preliminary Draft.
ED 135 948
Cooperative Office Education Manual.
ED 135 950
Ornamental Horticulture: A Curriculum Guide. Preliminary Draft.
ED 135 949
Soil Classification and Treatment.
ED 135 947

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ED 137 507

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ED 137 503

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ED 136 029

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ED 136 041
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Occupational Preparation in Hospitality and Recreation: Lodging Services, Travel Services, Recreation, Sports, Entertainment, and Cultural Services. Teacher's Guide/Student Materials.
ED 136 040

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ED 137 514

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ED 137 521

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ED 137 520

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ED 136 020

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ED 136 031

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ED 135 998
Facilitating the Career Development of Home-Based Adults: The Home/Community-Based Career Education Model. Final Report. Volume III. Appendices.
ED 135 999

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ED 136 035

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ED 137 556

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ED 136 075
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ED 136 076

Evansville School of Health Occupations, Ind.
Development of a Health Occupations Continuing Education Center. Final Report.
ED 136 054

Evansville-Vanderburgh School Corp., Ind.
Development of a Health Occupations Continuing Education Center. Final Report.
ED 136 054

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Exploring Manufacturing Occupations. Instructor's Guide. The Manufacturing Cluster.
ED 137 530
Exploring Manufacturing Occupations. Student's Manual. The Manufacturing Cluster.
ED 137 531
Occupational Preparation--Inspection and Quality Control. Instructor's Guide. The Manufacturing Cluster.

ED 137 533
Occupational Preparation: Inspection and Quality Control. Student's Manual. The Manufacturing Cluster.
ED 137 532

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ED 135 939
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ED 136 042

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ED 137 588

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ED 137 562

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ED 137 605

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ED 137 576

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ED 136 059

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ED 136 058

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ED 137 524

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ED 137 525

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ED 137 616

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ED 137 558

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ED 137 514

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ED 136 049
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ED 136 039

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ED 137 578

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ED 136 056

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ED 137 589

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ED 135 988

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ED 136 073

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ED 135 996
Five Years Beyond High School: Causes and Consequences of Educational Attainment. Final Report.
ED 136 077

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ED 137 515

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ED 137 541

Mississippi State Dept. of Education, Jackson. Div. of Vocational and Technical Education.
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ED 136 036

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ED 136 014

Montgomery County Public Schools, Rockville, Md. Div. of Career and Vocational Education.
Gourmet Foods. Course of Study.
ED 137 564

Moraine Park Technical Inst., Fond du Lac, Wis.
Student Attrition in the Wisconsin VTAE System. Phase I. Final Report.
ED 136 012

Muskegon Area Intermediate School District, Mich.
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ED 137 544

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ED 137 594
Proceedings. NACVE-SACVE Joint Meeting. (Washington, D. C. May 5-7, 1976.)
ED 137 595
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ED 137 596
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ED 137 603

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ED 135 951//

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ED 137 519

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ED 137 558

New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.
Exploring Manufacturing Occupations. Instructor's Guide. The Manufacturing Cluster.
ED 137 530
Exploring Manufacturing Occupations. Student's Manual. The Manufacturing Cluster.
ED 137 531
Occupational Preparation--Inspection and Quality Control. Instructor's Guide. The Manufacturing Cluster.
ED 137 533
Occupational Preparation: Inspection and Quality Control. Student's Manual. The Manufacturing Cluster.
ED 137 532

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ED 136 051

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Advertising Services Module. A Second-Level Option for Distribution and Marketing.
ED 135 945
Modules in Agricultural Education for Agricultural Mechanics.
ED 135 941
Modules in Agricultural Education for Agricultural Production.
ED 135 943
Ornamental Horticulture.
ED 135 942

North Carolina State Univ., Raleigh. Center for Occupational Education.
Data Availability in Vocational Education. Final Report. Volume I. Comparisons of Collected with Needed Information.
ED 137 526
Data Availability in Vocational Education. Final Report. Volume II. Data Base of Needed and Collected Information.
ED 137 527
Data Availability in Vocational Education. Final Report. Volume III. Directory of Collection Forms.
ED 137 528
Data Availability in Vocational Education. Final Report. Volume IV. Alternative Procedures for Meeting Informational Needs.
ED 137 529

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Student Attrition in the Wisconsin VTAE System. Phase I. Final Report.
ED 136 012

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Job Placement Services Research Study.
ED 136 032

Northeast Wisconsin Technical Inst., Green Bay.
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ED 136 012

Northern Arizona Univ., Flagstaff. Project Baseline.
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ED 137 505
Learning a Living across the Nation. Volume V. Project Baseline. Fifth National Report. Baseline Year: 1974-75 (Fiscal Year 1975). Part 2: Statistical Almanac.
ED 137 551

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ED 137 513

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ED 136 048

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ED 137 557

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ED 137 508
Metrics for Agricultural Mechanics.
ED 135 952
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ED 135 953
Metrics for Air Conditioning & Refrigeration, Heating, Ventilating.
ED 135 965
Metrics for Architectural, Civil, Mechanical Drafting.
ED 135 959
Metrics for Bindery Operation.
ED 135 960
Metrics for Commercial Photography.
ED 135 961
Metrics for Commercial, Industrial, Residential Electricity.
ED 135 966
Metrics for Copy Preparation, Layout and Design, Type Composition.
ED 135 962
Metrics for Food Services.
ED 135 968
Metrics for Forestry.
ED 135 954
Metrics for General Office Clerks, Clerk-Typists, Typists.
ED 135 956
Metrics for Horticulture.
ED 135 955
Metrics for Hotel and Lodging.
ED 135 969
Metrics for Key Punch Operators.
ED 135 957
Metrics for Litho Photography, Offset Stripping, Offset Platemaking.
ED 135 963
Metrics for Offset Printing Press Operation.
ED 135 964
Metrics for Plumbing, Pipefitting.
ED 135 967
Metrics for Recreation & Tourism.
ED 135 970
Metrics for Secretarial, Stenography.
ED 135 958
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ED 137 540

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ED 136 070

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ED 136 028

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ED 137 545

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ED 136 027

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ED 137 602

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ED 137 509

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ED 136 072

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ED 136 064
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ED 136 063
Plumbing. Trade and Industrial Education Course of Study.
ED 136 062

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ED 136 053
Nontraditional Vocational Educational Programs for Women. Final Report.
ED 136 025

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ED 136 037

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ED 136 015

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ED 137 506

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ED 137 617
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ED 137 555
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ED 137 554

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ED 137 549

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ED 137 548
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ED 136 012

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ED 137 565

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ED 136 035

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ED 136 022
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ED 136 023
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ED 136 021

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ED 137 606
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ED 137 608
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ED 137 610
Exploring Dance Careers. A Student Guidebook.
ED 137 614
Exploring Music Careers. A Student Guidebook.
ED 137 615
Exploring Theater and Media Careers. A Student Guidebook.
ED 137 613
Exploring Visual Arts and Crafts Careers. A Student Guidebook.
ED 137 609
Exploring Writing Careers. A Student Guidebook.
ED 137 612
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ED 137 611
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ED 137 607

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ED 137 517

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ED 136 026

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ED 137 496

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ED 137 511
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ED 137 518

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ED 136 016

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Vocational Reading Development Program. Comparison of the Reading Comprehension Levels of the Post-Secondary Vocational/Technical Students with the Readability Levels of the Textbooks Utilized in the Vocational/Technical Complexes in Mississippi. Number 33.
ED 137 543

Utah State Univ., Logan. Manpower Development Service.
Manpower Advisory Services in the Workplace: A Missing Link in National Manpower Policy. Volume I.
ED 135 986
Manpower Advisory Services in the Workplace: A Missing Link in National Manpower Policy. Volume II-Appendices.
ED 135 985

Virginia Polytechnic Inst. and State Univ., Blacksburg. Agricultural Education Program.
Outdoor Recreation. Curriculum Materials for Agricultural Education.
ED 137 523

West Virginia Univ., Morgantown. Office of Educational Research and Field Services.
A Third Party Evaluation of the Region V, Regional Education Service Agency, Career Oriented Education Program: 1975-76.
ED 136 033

West Virginia Univ., Morgantown. Regional Rehabilitation Research and Training Center.
Understanding the Guidelines for the Rehabilitation Act of 1973 on Evaluating Rehabilitation Potential of the Severely Handicapped: Vocationally Related Components.
ED 137 597
Understanding the Guidelines for the Rehabilitation Act of 1973 on Expanding and Improving Services to the Severely Handicapped. The Intake Process.
ED 137 598
Understanding the Guidelines for the Rehabilitation Act of 1973 on Expanding and Improving Services to the Severely Handicapped. The Referral Process. A Training and Discussion Guide.
ED 137 599

Wisconsin State Dept. of Public Instruction, Madison.
Occupational Food Service Education. A Competency-Based Articulated Model for Secondary and Post-Secondary Schools in Wisconsin. Final Report. Bulletin No. 6405.
ED 137 548

Wisconsin Univ. - Stout, Menomonie. Center for Vocational, Technical and Adult Education.
An Investigation of the Teacher Competencies Needed to Utilize Diagnostic Test Data in Prescribing Occupational Learning Experiences in Teaching EMRS. Final Report. Part II. Appendices.
ED 137 535
An Investigation of the Teacher Competencies Needed to Utilize Diagnostic Test Data in Prescribing Occupational Learning Experiences in Teaching EMRS. Final Report.
ED 137 534

Wood County Board of Education, Parkersburg, W. Va.
A Design for Establishment of a Career Oriented Educational Program Through a Regional Education Service Agency. Three Year Project Report.
ED 137 539

Worcester Polytechnic Inst., Mass.
What Has Been Learned from the Work Incentive Program and Related Experiences: A Review of Research with Policy Implications. Final Report.
ED 136 011

Sample Project Resume

VTP-2933
Title: Curriculum Management in Vocational-Technical Education
Principal Investigator: Bob Drake; Maynard Iverson
Recipient Institution: Auburn University, Auburn, Alabama 36830
Start—End Dates: July 1, 1977 to September 30, 1978
Supporting Agency: Alabama State Department of Education, Division of Research and Evaluation, 858 State Office Building, Montgomery, Alabama 36130
Contract and/or Control No.: RCU-029

Summary of Project: The purpose of the project is to determine priorities for curriculum development and curriculum management functions in vocational-technical education in Alabama and to develop a curriculum development plan. Specific objectives are to (1) identify the state's critical needs areas for curricular information and materials in occupational subjects at all levels; (2) identify the state's critical needs areas for curriculum development and curriculum management functions in vocational-technical education; (3) identify and/or develop an operational model for classifying, sequencing, and systematizing curricular information and materials in vocational-technical education; and (4) develop operational procedures for collecting, classifying, and evaluating the content of curricular information and materials, including materials needed for special group learners, for teaching occupational subjects at all levels. Procedures will include: (1) utilizing a steering committee; (2) conducting invitational conference of state educators to assess state's curriculum development efforts; (3) establishing curriculum development priorities and identifying available curriculum development and management resources; and (4) developing a curriculum development and management plan.

PROJECTS IN PROGRESS

The resumes in this section announce ongoing research and curriculum development projects funded by the Vocational Education Amendments of 1968 (P.L. 90-576), Parts C, D, I, and J.

The projects are arranged alphabetically, first by state and then by title within each state.

Complete names and addresses are provided for both the individuals or organizations conducting the research and for the funding agencies.

VTP-2933

Curriculum Management in Vocational-Technical Education.
Principal Investigator: Drake, Bob; Iverson, Maynard
Recipient Institution: Auburn University, Auburn, Alabama 36830
Start—End Dates: Start Date 1 Jul 77; End Date 30 Sep 78
Supporting Agency: Alabama State Department of Education, Division of Research and Evaluation, 858 State Office Building, Montgomery, Alabama 36130
Contract and/or Control No.: RCU-029
Summary of Project: The purpose of the project is to determine priorities for curriculum development and curriculum management functions in vocational-technical education in Alabama and to develop a curriculum development plan. Specific objectives are to (1) identify the state's critical needs areas for curricular information and materials in occupational subjects at all levels; (2) identify the state's critical needs areas for curriculum development and curriculum management functions in vocational-technical education; (3) identify and/or develop an operational model for classifying, sequencing, and systematizing curricular information and materials in vocational-technical education; and (4) develop operational procedures for collecting, classifying, and evaluating the content of curricular information and materials, including materials needed for special group learners, for teaching occupational subjects at all levels. Procedures will include: (1) utilizing a steering committee; (2) conducting invitational conference of state educators to assess state's curriculum development efforts; (3) establishing curriculum development priorities and identifying available curriculum development and management resources; and (4) developing a curriculum development and management plan.

VTP-2934

Planning and Managing Youth Organization Meetings.
Principal Investigator: Peacock, Randall
Recipient Institution: Alabama State Department of Education, Montgomery, Alabama 36130
Start—End Dates: Start Date 1 Nov 77; End Date 30 Sep 78
Supporting Agency: Alabama State Department of Education, Department of Research and Evaluation, 858 State Office Building, Montgomery, Alabama 36130
Contract and/or Control No.: RCU-030
Summary of Project: The purpose of the project will be to provide 133 VICA advisers with: (1) training in techniques of conference planning; (2) training in techniques of conference management; (3) an opportunity to apply conference planning and management techniques to an actual conference situation; (4) an opportunity to evaluate student performance through activities developed from competency based instructional objectives; and (5) an opportunity to interact with representatives of labor, management, and industry concerning entry-level competencies desired of vocational education program completors. This project will be conducted in conjunction with the 1978 United States Skill Olympics and National VICA Leadership Conference. Two separate two-day workshops will be held to train 133 participants in conference planning and management skills. The 133 participants will then be given an opportunity to apply these skills in an actual conference situation.

VTP-2935

Assisting Basic Learning Competence in the Postsecondary Vocational Technical Schools of Florida.
Principal Investigator: Perkins, L. Hobdy; Tully, G. Emerson
Recipient Institution: University of West Florida, Pensacola, Florida 32504
Start—End Dates: Start Date 1 Sep 77; End Date 30 Jun 78
Supporting Agency: Florida Department of Education, Division of Vocational Education, Knott Building, Tallahassee, Florida 32304
Contract and/or Control No.: 7-2C21
Summary of Project: The purpose of the project is to assess general education competencies in six of Florida's postsecondary vocational-technical schools. Specific objectives are to (1) field test instruments designed to facilitate entry-level placement of vocational-technical teachers and administrative personnel in administration of tests designed to measure competency-based outcomes; (2) determine the extent to which vocational-technical students generally display mastery of basic learning in general education; (3) further the competency-based concept in vocational-technical education; and (4) provide a basis for a comparative evaluation of the general and special educational needs of younger adults (age 18-21) with older adults (22 and older) enrolled in vocational-technical schools. Procedures will include: (1) inviting the schools to participate; (2) training teachers in test administration; (3) administering tests of competency measures; and (4) scoring tests and communicating results to the participating schools.

VTP-2936

Coordinators of Special Evaluation Activities.
Principal Investigator: Perkins, L. Hobdy
Recipient Institution: University of West Florida, Pensacola, Florida 32504
Start—End Dates: Start Date 1 Jul 77; End Date 30 Jun 78
Supporting Agency: Florida Department of Education, Division of Vocational Education, Knott Building, Tallahassee, Florida 32304
Contract and/or Control No.: 7-1M11
Summary of Project: The purpose of the project is to coordinate special evaluation activities necessary for the improvement of vocational programs, services, and activities in Florida. Procedures will include: (1) providing technical assistance in the development, implementation, and revision of a comprehensive evaluation system for vocational education; (2) aiding in preparation of resource materials for evaluation; (3) assisting in developing designs and implementing impact studies to determine effectiveness of funded projects; (4) conducting analyses of evaluation data obtained; (5) assisting in preparation of reports and documents to facilitate use of evaluation data for program improvement; and (6) assisting in the design and implementation of dissemination/diffusion techniques to identified agencies and institutions.

VTP-2937

Development and Validation of a Competency-Based, Preservice/Inservice Learning System for Vocational Teachers (Continuation).

Principal Investigator: Perkins, L. Hobdy
Recipient Institution: University of West Florida, Pensacola, Florida 32504
Start—End Dates: Start Date 1 Jul 77; End Date 30 Jun 78
Supporting Agency: Florida Department of Education, Division of Vocational Education, Knott Building, Tallahassee, Florida 32304
Contract and/or Control No.: 7-1C12
Summary of Project: The purpose of the project is to coordinate special evaluation activities necessary for the improvement of vocational programs, services, and activities in Florida. Procedures will include: (1) providing technical assistance in the development, implementation, and revision of a comprehensive evaluation program for vocational education; (2) aiding in preparation of resource materials needed to conduct this evaluation; (3) assisting in developing designs and implementing impact studies to determine effectiveness of funded projects; (4) conducting impact assessments of vocational dissemination and diffusion strategies; (5) analyzing evaluation data obtained; (6) assisting in report and document preparation to facilitate use of evaluation data for program improvement; (7) assisting in the design and implementation of dissemination/diffusion strategies for evaluation data; and (8) providing consultative services for implementing product assessment techniques to identified agencies and institutions.

VTP-2938

Development of Criteria for Teachers Use in Reviewing and Selecting Instructional Materials for Competency-Based Programs.
Principal Investigator: Harrington, C. Tracy
Recipient Institution: University of West Florida, 308 Johnston Building, N. Monroe Street, Tallahassee, Florida 32303
Start—End Dates: Start Date 1 Oct 77; End Date 30 Jun 78
Supporting Agency: Florida State Department of Education, Bureau of Research/Evaluation, Knott Building, Tallahassee, Florida 32304
Contract and/or Control No.: 7-1C13
Summary of Project: The purposes of the project are to (1) assess in depth the needs of vocational teachers in the area of reviewing and selecting instructional materials; (2) prepare a "state of the art" paper on review/selection procedures currently being used in Florida Vocational Schools; (3) develop and evaluate a set of review/selection procedures and criteria designed for use by vocational teachers; and (4) develop and evaluate an instructional module designed to train vocational teachers in the use of the review/selection procedures and criteria. Procedures will include: (1) needs assessment and diffusion planning; (2) identification and evaluation of existing approaches to reviewing and selecting materials and development of a "state of art" paper; (3) development and field-testing criteria for reviewing and selecting materials; and (4) development and evaluation of an instructional module for training vocational teachers to use the review/selection criteria.

VTP-2939

A Pilot Project Designed to Demonstrate a Model to be Used in the Evaluation of a Research Coordinating Unit (Continuation).
Principal Investigator: Hinley, Hugh
Recipient Institution: Florida State University, Department of Industrial Arts Education, Tallahassee, Florida 32306
Start—End Dates: Start Date 1 Jul 77; End Date 30 Jun 78
Supporting Agency: Florida State Department of Education, Division of Vocational Education, Knott Building, Tallahassee, Florida 32304
Contract and/or Control No.: 7-1C11
Summary of Project: The purpose of the project is to assess the overall impact of vocational education research and exemplary projects on educational practices in Florida. Procedures will be to (1) identify patterns of monetary support for Research Coordinating Units sponsored research and exemplary projects; (2) identify and describe target population and participant groups; (3) identify institutional change resulting from participation impact; (4) identify utilization of R&D products; (5) design and implement a model for the annual update of the impact and evaluation products, procedures, and processes developed through the RCU effort; and (6) prepare contract and grant materials and products for microfiching.

VTP-2940

Georgia Vocational Education Information System.
Principal Investigator: Simpson, Wiley H.
Recipient Institution: Georgia State Department of Education, State Office Building, Atlanta, Georgia 30334
Start—End Dates: Start Date 1 Jul 77; End Date 30 Jun 78
Supporting Agency: Georgia State Department of Education, State Office Building, Atlanta, Georgia 30334
Contract and/or Control No.: 45-10-C506
Summary of Project: The purpose of the project is to design, develop, and implement a Vocational Education Information System including data systems for students, inventory, followup, facilities, staff, and financial data to be utilized by state and local planners and providers of Vocational Education Programs. The design, development, and implementation of the Vocational Education Information System will be based on the utilization of four regional data centers. Collection instruments will be keypunch size cards filled out at the local system and mailed to the data center in their assigned region. Statewide compilation of data needs will be made for state and local utilization.

VTP-2941

Research Proposal for Adapting Existing Group-Structured Curriculum at Augusta Area Technical School to a Performance-Based Curriculum Geared to the V-TECS Catalog.
Principal Investigator: Powell, Raymond C.
Recipient Institution: Augusta Area Vocational-Technical School, 2025 Lumpkin Road, Augusta, Georgia 30906
Start—End Dates: Start Date 1 Nov 77; End Date 30 Jun 78
Supporting Agency: Georgia State Department of Education, State Office Building, Atlanta, Georgia 30334
Contract and/or Control No.: C654
Summary of Project: Specific objectives of the project will be to (1) develop a model for converting group-structured curriculum to performance-based curriculum; (2) develop and implement a pilot study to include two instructional programs at Augusta Area Technical School; and (3) develop or identify performance objectives, criterion-referenced measures, and performance guides for each major instructional unit. Procedures will include: (1) appointing a steering committee; (2) surveying needs of local industry and businesses; (3) conducting assessment of existing curriculum at Augusta Tech; (4) identifying broad program objectives; (5) identifying, collecting, and researching V-TECS catalogs and other materials necessary for developing a performance-based curriculum model; (6) developing a model for pilot study; (7) developing and implementing pilot programs; (8) disseminating results of pilot study and materials developed in Phase I; and (9) developing plans and procedures for Phase II.

VTP-2942

Development and Field Testing of Curriculum Modules for Teaching Occupational Survival Skills–Phase Four.
Principal Investigator: Nelson, Robert E.
Recipient Institution: University of Illinois, Champaign-Urbana, Illinois 61801
Start—End Dates: Start Date 1 Jul 77; End Date 30 Jun 78
Supporting Agency: Illinois Office of Education, 100 North First Street, Springfield, Illinois 62777
Contract and/or Control No.: RD2-A8-501
Summary of Project: The purpose of the project is to identify and/or develop measurement scales to determine the effectiveness of the Occupational Survival Skills Modules (OSS) in helping students develop attitudes, motivations, and perceptions that will aid them in obtaining and maintaining a meaningful, satisfying, and productive working career and presenting a final revision of the OSS modularized instructional units to the Illinois DAVTE. The 12 curriculum modules will be field tested and evaluated in selected high schools in Illinois. Instruments will be developed to obtain formal data from the field test teachers and students. Informal data will be collected by means of observation, interviews, and discussions with field test teachers and students. The 12 curriculum modules will be revised based upon the formal and information data collected. Instruments will be identified and/or developed to measure the effectiveness of the OSS modules with regard to affective learning.

VTP-2943

Implementation and Demonstration of an Innovative Child Care Program.
Principal Investigator: Severns, Charles
Recipient Institution: Springfield Public Schools, Springfield, Illinois
Start—End Dates: Start Date 1 Sep 77; End Date 30 Jun 78
Supporting Agency: Illinois Office of Education, 100 North First Street, Springfield, Illinois 62777
Contract and/or Control No.: RD2-A8-542
Summary of Project: The purpose of the project is to (1) identify a target population to be served by the child care program, i.e., 100-120 students at the ninth grade level; (2) conduct inservice and program planning activities for the instructional staff; (3) pilot the program and assess its effectiveness in terms of meeting student needs; (4) provide for parent, student, and community involvement and input in the implementation and assessment of the program; and (5) demonstrate the program to other instructional and administrative personnel within District 186 and the state. Procedures will be to (1) select a target population of the ninth grade students to be served by the program; (2) provide inservice training for instructional personnel involved in teaching the child care program; (3) initiate the program in the 1977-78 school year at Jefferson Middle School; (4) involve parents, students, and community persons in the implementation and assessment of the program; and (5) demonstrate the program to other teachers and administrators within the district and state LEAs.

VTP-2944

A Manual of Competency Matched Instructional Resources for Developing Coal Mining Curriculums.

Principal Investigator: Katz, Douglas S.

Recipient Institution: CONSERVA, Incorporated, Raleigh, North Carolina

Start—End Dates: Start Date 15 Oct 77; End Date 30 Jun 78

Supporting Agency: Illinois Office of Education, 100 North First Street, Springfield, Illinois 62777

Contract and/or Control No.: RD1-B8-551

Summary of Project: The purpose of the project is to (1) develop a catalog of validated underground coal mining occupational competencies; (2) identify and categorize existing multi-media coal mining instructional materials; and (3) match available multi-media instructional materials with validated coal mining occupational competencies. Procedures will be to (1) constitute a Project Technical Advisory Committee; (2) identify and list exemplary occupational competencies; (3) validate the competencies listed above through a process of rating, prioritizing, and review; (4) inventory commercially available training aids relevant to underground coal mining; (5) develop catalog of prioritized occupational competencies and match with available instructional/training aids for development of each competency listed; and (6) prepare a final report including an inventory of available instructional/training resources, a catalog of occupational competencies matched with instructional/training resources, and the procedure for use of the catalog in the development of secondary level competency-base coal mining curriculums.

VTP-2945

The Continuation and Expansion of a Research and Development Information System.

Principal Investigator: White, Thomas R.

Recipient Institution: Indiana University, School of Education, Research and Dissemination Service, 233 South Jordon, Bloomington, Indiana 47401

Start—End Dates: Start Date 1 Oct 77; End Date 30 Sep 78

Supporting Agency: Indiana State Board of Vocational and Technical Education, 17 West Market Street, Room 401, Illinois Building, Indianapolis, Indiana 46204

Contract and/or Control No.: 29-78

Summary of Project: The purposes of the project are to (1) develop a comprehensive, multifunctional system for acquiring, organizing, storing, and disseminating research and development information which will meet the identified needs of vocational educators in the state; (2) catalog and store reports and products currently available which were produced in or received by the state; and (3) continue to abstract, synthesize, and edit information about selected Indiana research and development efforts into a series of newsletters and technical report publications and to disseminate these products to appropriate state and national target audiences. Procedures will include: (1) conducting a user needs analysis and a systematic analysis and synthesis of the many components of comprehensive, multifunctional information systems, including criteria and methods of selection, acquisition, organization, storage, retrieval, and dissemination; (2) identify topics; (3) select, revise, and edit material; (4) produce eight technical reports and four newsletters; and (5) disseminate products to target audiences.

VTP-2946

Distributive Education Competency Based Curriculum Models by Occupational Clusters.

Principal Investigator: Davis, Rodney

Recipient Institution: Ball State University, Muncie, Indiana 47306

Start—End Dates: Start Date 1 Oct 77; End Date 30 Sep 78

Supporting Agency: Indiana State Board of Vocational and Technical Education, 17 West Market Street, Room 401, Illinois Building, Indianapolis, Indiana 46204

Contract and/or Control No.: 60-78

Summary of Project: Objectives of the project are to (1) organize and incorporate the existing wealth of distributive education curriculum materials and resources into the three-year program; (2) revalidate the content of the program itself; (3) match appropriate competencies to the revalidated content by occupational cluster/job title; (4) develop appropriate teaching methodologies/student learning activities for competency development; (5) devise evaluative criteria suitable for determining the degree of competency development; and (6) synthesize products of objectives one through five into curriculum models. Procedures will include: (1) using the Delphi technique to revalidate the content of the existing three-year distributive education program; (2) completing the literature search and review; (3) developing the curriculum model format; (4) constructing the curriculum model format and curriculum models; (5) approving the constructed models via the project advisory committee; (6) preparing for inservice training; and (7) providing inservice training for field testers.

VTP-2947

Impact of Vocational Education Research and Development Products in Indiana.

Principal Investigator: Kim, Jin Eun

Recipient Institution: Indiana University, Department of Vocational Education, Bloomington, Indiana 47401

Start—End Dates: Start Date 1 Jul 78; End Date 30 Jun 79

Supporting Agency: Indiana State Board of Vocational and Technical Education, 17 West Market Street, Room 401, Illinois Building, Indianapolis, Indiana 46204

Contract and/or Control No.: 26-78

Summary of Project: The purpose of the project is to assess the impact of vocational education on research and development products funded through the State Board of Vocational and Technical Education. Specific objectives are to (1) develop a framework for assessing research and development projects; (2) analyze inputs to research and development activities by program areas; (3) evaluate the quality of research and development products; (4) identify diffusion and adoption rates; and (5) assess impacts of adopted research and development products. Procedures will include: (1) reviewing related evaluation studies; (2) developing an evaluation framework; (3) examining official records on research and development projects; (4) reviewing research and development products by a review panel; (5) developing instruments; (6) collecting data by mail; (7) visiting field sites; (8) analyzing collected data; and (9) preparing a final report.

VTP-2948

Implement a Student Job Placement System.

Principal Investigator: Arnold, Paul R.

Recipient Institution: Indiana Vocational Technical College-North Central Region, Price Building, Twenty-Second and Unser Streets, Logansport, Indiana 46974

Start—End Dates: Start Date 1 Oct 77; End Date 30 Sep 78

Supporting Agency: Indiana State Board of Vocational and Technical Education, 17 West Market Street, Room 401, Illinois Building, Indianapolis, Indiana 46204

Contract and/or Control No.: 123-78

Summary of Project: The purpose of the project is to develop a career counseling and job service which will establish communication lines between community agencies, business, industry, labor, and training programs in the Ivy Tech-North Central Region and to orient the public to this service. Procedures will include: (1) preparing a master list of potential employers and establishing contact and rapport with them; (2) preparing and distributing information about job counseling and job placement to trainees, employers, and target audiences; (3) designing and implementing a followup system for collection of information concerning job opportunities and placement; (4) employing a full-time counselor; (5) designing a community resource directory of employers and their needs; (6) establishing and maintaining placement records for past and present students; (7) developing followup procedures for placement; (8) designing and implementing a placement system which will continue; and (9) designing, modifying, and implementing report forms.

VTP-2949

The Implementation of a Regional Planning and Communications Model.

Principal Investigator: Drucker, Eugene H.

Recipient Institution: New Albany-Floyd County Consolidated School Corporation, 802 East Market Street, New Albany, Indiana 47150

Start—End Dates: Start Date 1 Oct 77; End Date 30 Sep 78

Supporting Agency: Indiana State Board of Vocational and Technical Education, 17 West Market Street, Room 401, Illinois Building, Indianapolis, Indiana 46204

Contract and/or Control No.: 59-78

Summary of Project: The purpose of the project is to continue objectives of the River Hills project, including: (1) implementing a regional planning system for vocational education; (2) improving communications pertaining to vocational education; and (3) incorporating vocational education into the region's economic development efforts. In addition, this project aims to (1) implement the products of these activities into the regional educational planning and economic development efforts; (2) broaden the scope of regional communication in relation to vocational education; (3) expand planning and communications into an adjacent economic region by establishing and providing assistance to a satellite office; (4) seek alternate sources of funding for maintaining the River Hills project and the satellite office; and (5) using information from the project's first year to confirm and support the development and implementation of competency-based curriculum in selected occupational areas. Procedures will include: (1) reviewing funding sources; (2) applying for supplemental funding; (3) operating the satellite center; (5) coordinating regional planning and communications; (6) supporting performance based curriculum; (7) assessing and coordinating reduction of sex stereotyping; (8) collecting and analyzing data; and (9) making a final report.

VTP-2950

Indiana Vocational-Technical Education Research and Service Center Task I.

Principal Investigator: Gannon, F. B.

Recipient Institution: New Educational Directors, Incorporated, Box 307, Crawfordsville, Indiana 47933

Start—End Dates: Start Date 1 Oct 77; End Date 15 Mar 78

Supporting Agency: Indiana State Board of Vocational and Technical Education, 17 West Market Street, Room 401, Illinois Building, Indianapolis, Indiana 46204

Contract and/or Control No.: 129-78

Summary of Project: The purpose of the project is to provide the State Board of Vocational Technical Education with an analysis of the extent to which FY 1976 and FY 1977 Part C and Part D projects accomplished the objectives stated in their funding proposals. In addition, characteristics which are common to "successful" projects, and those common to "unsuccessful" projects will be identified. Procedures will include: (1) obtaining funded proposals, revisions, final reports, and products from the State Board of Vocational Technical Education (SBVTE); (2) developing review and summary procedures; (3) reviewing and analyzing projects to find out the extent to which each met its obligations; (4) completing a second review and analysis by a second reviewer; (5) using an arbitrator review in the event that the first and second reviews are not in accord; (6) preparing and revising a summary document and presenting it to appropriate SBVTE staff for review; and (7) releasing the summary document to the SBVTE.

VTP-2951

A Multi-Media Approach to Increasing Communication of Vocational Education in Indiana.

Principal Investigator: Moore, Barbara A.

Recipient Institution: Purdue University, West Lafayette, Indiana 47907

Start—End Dates: Start Date 1 Oct 77; End Date 30 Sep 78

Supporting Agency: Indiana State Board of Vocational and Technical Education, 17 West Market Street, Room 401, Illinois Building, Indianapolis, Indiana 46204

Contract and/or Control No.: 21-78

Summary of Project: The purpose of the project is to develop materials (handbooks, slide-tape presentations, etc.) explaining the organization, operation, and benefits of vocational education in Indiana. These materials will be used to explain vocational education to school administrators and guidance personnel, as well as persons not familiar with vocational education. Procedures will include: (1) organizing the advisory committee; (2) reviewing the literature; (3) developing the handbook; (4) developing slide/tape presentation; (5) field testing the handbook and slide/tape presentation; (6) refining and revising the handbook and slide/tape presentation; and (7) printing and disseminating the materials.

VTP-2952

Plan for a Multi-County Vocational Education Communications Center.

Principal Investigator: Cunningham, Davis

Recipient Institution: Indiana Vocational Technical College, 3501 First Avenue, Evansville, Indiana 47710

Start—End Dates: Start Date 1 Sep 77; End Date 31 Aug 78

Supporting Agency: Indiana State Board of Vocational and Technical Education, 17 West Market Street, Room 401, Illinois Building, Indianapolis, Indiana 46204

Contract and/or Control No.: 73-78

Summary of Project: The purpose of the project is to better inform the publics served by area educational institutions of the various programs and series offered by the institutions. Procedures will include: (1) establishing a centralized office with a full-time counselor and secretary; (2) disseminating information about vocational education; (3) holding discussions for and providing counseling to interested persons; (4) making presentations to area groups; (5) gathering information about area institutions offering programs or courses in vocational education; and (6) promoting communication and understanding between the staffs of these institutions.

VTP-2953

Slide/Tape Communication Presentation for Madison, Grant, and Tipton Counties.

Principal Investigator: Oakes, Nancy Sue

Recipient Institution: John H. Hinds Area Vocational School, R.R. 4, Elwood, Indiana 46036

Start—End Dates: Start Date 1 Jul 77; End Date 30 Jun 78

Supporting Agency: Indiana State Board of Vocational and Technical Education, 17 West Market Street, Room 401, Illinois Building, Indianapolis, Indiana 46204

Contract and/or Control No.: 101-78

Summary of Project: The purpose of the project is to develop a slide/tape presentation and printed narrative in order to communicate the philosophy, purposes, and training available through vocational education to the people of Madison, Tipton, and Grant counties. Specific objectives are to (1) upgrade existing materials; (2) promote the philosophy of vocational education throughout the area; (3) assist in the development of communication skills of vocational students currently enrolled in vocational programs in Madison and Tipton counties through youth organization presentations and involvement in the slide/tape presentation; and (4) generate enthusiasm for vocational education among the population via firsthand knowledge of existing and projected programs available in the area. Procedures will include: (1) using program materials available through the state department and individual schools; (2) taking slides of actual school activities; (3) using musical and narrative background developed by students, employers, instructors, and advisory committee members; and (4) reviewing and selecting final presentation slides and materials.

VTP-2954

Standard and Optimum Vocational Technical Equipment Requirements and Their Adequacy.

Principal Investigator: Walter, Connie W.

Recipient Institution: Indiana Vocational Technical College, P.O. Box 1763, Indianapolis, Indiana 46206

Start—End Dates: Start Date 1 Oct 77; End Date 30 Sep 78

Supporting Agency: Indiana State Board of Vocational and Technical Education, 17 West Market Street, Room 401, Illinois Building, Indianapolis, Indiana 46204

Contract and/or Control No.: 67-78

Summary of Project: The purpose of the project is to determine and disseminate standard equipment listings required for each course offered by the college and to supplement such records with the variation to basic equipment needs mandated to meet regional employment requirements. Specific objectives will be to (1) prepare and disseminate a standardized listing of minimum and optimum equipment requirements for vocational training programs; (2) make an annotated inventory of all equipment used for each course citing the age, condition, replacement cost, availability of repair parts, modification required to meet safety standards, and anticipated obsolescence date; (3) make a comparative analysis to determine standardization variables to meet required regional training needs; and (4) develop a cross referenced system to show the utilization of equipment common to multiple curricula. Procedures will include: (1) designing forms for collection of information on standard and optimum equipment requirements and for inventory of current equipment; (2) collecting data about recommended needs an l current equipment; (3) preparing equipment listings; (4) reviewing process and finalizing equipment lists; (5) inspecting and documenting current equipment with projection of needed equipment and minimum specifications; (6) designing and preparing standard optimum equipment lists for dissemination; and (7) reporting and finalizing project activities.

VTP-2955

A Student Tracking Program for Postsecondary Vocational Technical Education.

Principal Investigator: Wood, Glenn

Recipient Institution: Indiana Vocational Technical College-Evansville, 3501 First Avenue, Evansville, Indiana 47710

Start—End Dates: Start Date 1 Sep 77; End Date 31 Aug 78

Supporting Agency: Indiana State Board of Vocational and Technical Education, 17 West Market Street, Room 401, Illinois Building, Indianapolis, Indiana 46204

Contract and/or Control No.: 53-78

Summary of Project: The project's purpose is to promote accountability of instructional and supporting services of the college through observable results of the student's education. Specific objectives are to (1) identify instruments suitable for the project; (2) develop a methodology most suitable to obtain desired information; (3) develop summary and analysis methods; and (4) develop a system of data analysis for most effective use at the local level. Procedures will include: (1) using information and training received by the college staff at a placement seminar; (2) supplementing this information by using available tested instruments of consultant services; (3) using personnel in the counseling and placement offices to share responsibility for project development; and (4) developing questionnaires and forms.

VTP-2956

West Central and Rensselaer Vocational Developm . Program.

Principal Investigator: Hollenbaugh, Jerry

Recipient Institution: West Central School Corporation, 117 East Montgomery Street, Francesville, Indiana 47946

Start—End Dates: Start Date 1 Aug 77; End Date 30 Jun 78
Supporting Agency: Indiana State Board of Vocational and Technical Education, 17 West Market Street, Room 401, Illinois Building, Indianapolis, Indiana 46204
Contract and/or Control No.: 108-78
Summary of Project: The purpose of the project is to develop curriculum to meet market demands in Region Ten. Specific objectives are to (1) identify the job market in Region Ten; (2) survey students from Rensselaer and West Central regarding vocational interests; and (3) form a feasibility study from the information obtained from the students and employers. Procedures will include: (1) contacting business and industrial leaders and surveying school communities to determine employment needs; (2) administering Vocational Interest Surveys to all members of the freshman through senior classes; and (3) analyzing the employment characteristics and student interests in order to develop curriculum.

VTP-2957

Job Development, Placement, and Followup.
Principal Investigator: Jordan, Kenneth
Recipient Institution: Lewiston School Department, Lewiston, Maine 04240
Start—End Dates: Start Date 1 Sep 77; End Date 30 Jun 78
Supporting Agency: Maine Research Coordinating Unit, Bureau of Vocational Education, Augusta, Maine 04333
Summary of Project: The objectives of this continued project are to (1) form and utilize a working advisory committee; (2) place special emphasis on work placement activities for disadvantaged individuals within the student populations served; (3) actively provide technical assistance to school systems which wish to provide work placement services for students; (4) integrate project activities into existing curriculum programs; and (5) promote structural adoption of project activities by existing school personnel and administrative units.

VTP-2958

North Haven Project for Career Development.
Principal Investigator: Gjelton, Thomas G.
Recipient Institution: North Haven Community School, North Haven, Maine 04853
Start—End Dates: Start Date 1 Jul 77; End Date 30 Sep 77
Supporting Agency: Maine Research Coordinating Unit, Bureau of Vocational Education, Augusta, Maine 04333
Summary of Project: The purpose of the project is to equip students in a small, geographically isolated community with skills and experience which can assist them in making career decisions upon leaving school. Specific objectives are to (1) isolate the successful programs and activities developed under the North Haven Project for Career Development to date; (2) gather supplementary resources and information which help to further elucidate issues in the problem area and reinforce the approach developed at North Haven; (3) identify approaches to these issues found successful in other schools; (4) compile a comprehensive report including the above information; and (5) publish and distribute this report throughout Maine. Procedures will include: (1) extensive discussions with North Haven staff summarizing activities and programs; (2) visits to other small, rural schools; (3) consultations with individuals active in the implementation of project activities, such as coordinator of student exchanges, staff development consultants, evaluators, etc.; and (4) employing a director to do project travel, research, writing, and to publish and distribute the final report.

VTP-2959

Occupational Guidance for Disadvantaged Youth.
Principal Investigator: Seager, Eleanor M.
Recipient Institution: H.O.M.E. Co-Op, Box 408, Orland, Maine 04472
Start—End Dates: Start Date 1 Sep 77; End Date 30 Jun 78
Supporting Agency: Maine Research Coordinating Unit, Bureau of Vocational Education, Augusta, Maine 04333
Summary of Project: The purpose of the project is to develop an exemplary occupational education component within the H.O.M.E. Learning Center's adult high school diploma program which would serve the needs of disadvantaged youth and adults. Procedures will include: (1) evaluating students' interests, abilities, and training needs through individual contact, evaluative techniques, and classroom contact; (2) providing opportunities for students to expand their horizons, both geographically and in terms of values and career choices; (3) running one Job Life planning course during the year; (4) continuing to establish and solidify statewide and local agencies serving persons looking for career information; (5) making referrals of students to agencies and assisting clients in job placement; and (6) attempting to make agencies and employers more responsive to the needs of students and low-income residents of the area.

VTP-2960

The Dissemination of Occupational Education Research, Adult Basic Education, and Other Community College and Technical Institute Information.
Principal Investigator: Boone, Edgar J.
Recipient Institution: North Carolina State University, Department of Adult and Community College Education, Raleigh, North Carolina 27607
Start—End Dates: Start Date 1 Jul 77; End Date 30 Jun 78
Supporting Agency: North Carolina State Board of Education, Raleigh, North Carolina 27602
Summary of Project: The purpose of the project is to support the continued development and publishing of the "Community College Review" in order to disseminate occupational education, adult basic education, and other community college and technical institute information and research. Procedures will include: (1) employing an editor, managing editor, research assistant, and secretary; (2) contracting with a professional firm for the printing, promotion, and distribution of four quarterly issues of "Community College Review"; (3) promoting subscriptions; (4) providing evaluations of the proper proration of articles as they relate to funding sources; and (5) appointing an editorial board composed of recognized state and national authorities in the field of community college education.

VTP-2961

Adaptation of Vocational Education Programs for Special Needs: A Slide/-Tape Presentation.
Principal Investigator: Crawford, Glinda
Recipient Institution: University of North Dakota, Grand Forks, North Dakota 58202
Start—End Dates: Start Date 1 Jul 77; End Date 1 Jun 78
Supporting Agency: North Dakota State Board for Vocational Education, 900 East Boulevard, Bismarck, North Dakota 58505
Contract and/or Control No.: RR-62
Summary of Project: The purpose of the project is to provide audio visual instructional materials in the form of a slide/tape presentation that will be used in workshops to instruct vocational education personnel in the methodologies which can be used in providing instruction to special needs students in North Dakota schools. Project personnel will develop a series of slides and accompanying tapes which provide a step-by-step instructional procedure for handling the special needs students in vocational education programs. The materials developed will be a component of an EPDA grant to the project personnel and be fully articulated with the materials developed under that major funding grant. Workshops will be provided to vocational education instructors in the utilization of the materials developed under the EPDA grant through the medium of the slide/tape presentations developed under the terms of this contract.

VTP-2962

Audio Visuals for Special Needs in Occupational Home Economics.
Principal Investigator: Butts, Richard
Recipient Institution: Magic City Campus, Minot, North Dakota 58701
Start—End Dates: Start Date 1 Jul 77; End Date 30 Jun 78
Supporting Agency: North Dakota State Board for Vocational Education, 900 East Boulevard, Bismarck, North Dakota 58505
Contract and/or Control No.: RR-59
Summary of Project: The purposes of the project are to develop instructional materials for special needs students in the area of home economics and to provide audio visual aids to supplement the instructional materials developed under the terms of the project. The project personnel will continue the activity initiated last year in the development of instructional materials in the area of home economics occupations for special needs students. Project personnel will take slides of students utilizing the equipment and related components of the occupation being taught. These slides will accompany the instructional materials. The project will be in a revision/development phase for the majority of the term of the project and will be responsible for providing a complete set of audio visual instructional aids to accompany any instructional materials. These audio visual aids and instructional packages will be made available to all vocational education programs offering instruction to special needs students in home economics.

VTP-2963

Career Awareness Materials and Program for Special Needs Students.
Principal Investigator: Haas, Carl
Recipient Institution: Dickinson Public Schools, Dickinson, North Dakota 58601
Start—End Dates: Start Date 1 Jul 77; End Date 30 Jun 78
Supporting Agency: North Dakota State Board for Vocational Education, 900 East Boulevard, Bismarck, North Dakota 58505
Contract and/or Control No.: RR-61

Summary of Project: The purpose of the project is to establish a learning sequential package which is compatible to special needs students in the area of career awareness. The materials developed will provide an opportunity for special needs students to obtain an understanding of the jobs and necessary skills to perform successfully in those jobs. Utilizing some material which has previously been developed and expanding on those materials, the project personnel will supplement the instructional package to include a broader range of career opportunities for special needs as opposed to actual job skills in the occupations being discussed. The existing materials will be utilized to identify the skills and the occupatons, but not skill training as such.

VTP-2964

The Development of a Common Program of Study for Auto Mechanics in North Dakota.

Principal Investigator: Hunt, Jim

Recipient Institution: Lake Area Vocational Center, Devils Lake, North Dakota 58301

Start—End Dates: Start Date 1 Sep 77; End Date 30 Jun 78

Supporting Agency: North Dakota State Board for Vocational Education, 900 East Boulevard, Bismarck, North Dakota 58505

Contract and/or Control No.: RR-71

Summary of Project: The project's purpose is to develop a common program of study for the vocational education auto mechanics programs in the state of North Dakota at the secondary level and to utilize existing materials developed by various state agencies in the upgrading of auto mechanics programs in North Dakota. A committee of auto mechanics instructors will develop a common core curriculum for auto mechanics utilizing as the basic set of instructional materials the Auto Mechanics I and Auto Mechanics II developed by the state of Oklahoma. The curriculum committee will determine what instructional materials will need to be developed to supplement the existing Auto Mechanics I and Auto Mechanics II for purposes of implementing these materials in the state of North Dakota. A complete set of instructional materials will be provided to every auto mechanics instructor in the state of North Dakota through a workshop conducted by the project personnel.

VTP-2965

The Development of a Common Program of Study for Building Trades in North Dakota.

Principal Investigator: Sorum, Lyle

Recipient Institution: Fargo Public Schools, Fargo, North Dakota 58102

Start—End Dates: Start Date 1 Sep 77; End Date 30 Jun 78

Supporting Agency: North Dakota State Board for Vocational Education, 900 East Boulevard, Bismarck, North Dakota 58505

Contract and/or Control No.: RR-66

Summary of Project: The project's purpose is to develop a common program of study for building trades in the state of North Dakota by utilizing existing materials available from the various state agencies. A course of study which would be common to all building trades programs in the State of North Dakota will be developed utilizing the residential carpentry program from the state of Oklahoma as the major component. The common program will supplement the existing residential carpentry materials to include other areas of building trades such as drafting, masonry, plumbing, and wiring. A committee of building trades instructors will be responsible for developing the common course of study. A complete set of the guidelines for the common course of study and the necessary instructional materials will be provided to all building trades instructors through an inservice workshop following the developmental phase of the project.

VTP-2966

The Development of a Common Program of Study for Electronics in North Dakota.

Principal Investigator: Haskenson, Harvey

Recipient Institution: Bismarck School System, Bismarck, North Dakota 58501

Start—End Dates: Start Date 1 Sep 77; End Date 30 Jun 78

Supporting Agency: North Dakota State Board for Vocational Education, 900 East Boulevard, Bismarck, North Dakota 58505

Contract and/or Control No.: RR-67

Summary of Project: The purpose of the project is to develop a common course of study for electronics programs in the state of North Dakota using as the basic core of instruction the electronics curriculum developed by the state of New Mexico. A common core of instruction will be developed which will utilize the electronics curriculum available from the state of New Mexico and supplemented by materials available through other state agencies such as Missouri. A committee of electronics instructors will determine what materials can be utilized in the state of North Dakota to fit the needs of electronics in the state.

VTP-2967

The Development of a Common Program of Study for Office Occupations in North Dakota.

Principal Investigator: Skarp, Tom

Recipient Institution: Southeast Vocational Center, Oakes, North Dakota 58474

Start—End Dates: Start Date 15 Jul 77; End Date 30 Jun 78

Supporting Agency: North Dakota State Board for Vocational Education, 900 East Boulevard, Bismarck, North Dakota 58505

Contract and/or Control No.: RR-64

Summary of Project: The purpose of the project is to evaluate the existing office education program of study and to determine the content of the upgraded course of study. A secondary objective will be to evaluate existing office education materials available from various state agencies for the purposes of designing a basic core curriculum for office education programs in the state of North Dakota. Existing state agency materials will be evaluated for the purposes of determining their effectiveness in providing an instructional package to the North Dakota office education instructors. A basic core curriculum will be developed utilizing existing state materials and adopting or adapting these materials in their current form as necessary. A curriculum committee of 20 instructors from the secondary, postsecondary, and teacher education programs in the state will be utilized to develop the basic core materials.

VTP-2968

Educational Specifications Handbook on Facilities and Instructional Equipment for North Dakota Secondary School Industrial Arts Programs.

Principal Investigator: Bender, Myron

Recipient Institution: University of North Dakota, Grand Forks, North Dakota 58202

Start—End Dates: Start Date 1 Sep 77; End Date 31 Mar 78

Supporting Agency: North Dakota State Board for Vocational Education, 900 East Boulevard, Bismarck, North Dakota 58505

Contract and/or Control No.: RR-65

Summary of Project: The purpose of the project is to develop a handbook for industrial arts programs in the state of North Dakota relative to the educational specifications on facilities and instructional equipment. Project personnel will gather all necessary information from existing state agencies and determine which of these specifications best fit the needs of industrial arts programs in North Dakota. Guidelines will be developed for all industrial arts programs in the state of North Dakota. A handbook will be developed by project personnel and will be made available to all school systems in the state of North Dakota who wish to receive a copy. This handbook will be used as the guide for determining the reimbursement of industrial arts equipment and the establishment of new programs.

VTP-2969

Floriculture Identification Filmstrips.

Principal Investigator: Haas, Carl

Recipient Institution: Dickinson Public Schools, Dickinson, North Dakota 58601

Start—End Dates: Start Date 1 Jul 77; End Date 1 Jun 78

Supporting Agency: North Dakota State Board for Vocational Education, 900 East Boulevard, Bismarck, North Dakota 58505

Contract and/or Control No.: RR-63

Summary of Project: The purpose of this project is to develop a series of filmstrips in agriculture that are directly related to the area of floriculture. Project personnel will establish a procedure for identifying all floriculture native to the state of North Dakota and will, as a result of this identification, develop the necessary slides to put together a filmstrip that will be made available to all agriculture programs in the state. The materials developed under this contract will be used as a supplement to the existing curriculum package in vocational agriculture. The filmstrips will be made available at cost to all school systems in the state which desire to purchase them.

VTP-2970

Health Occupations Curriculum Development Project.

Principal Investigator: Hunt, Jim

Recipient Institution: Lake Area Vocational Center, Devils Lake, North Dakota 58301

Start—End Dates: Start Date 2 Sep 77; End Date 30 Jun 78

Supporting Agency: North Dakota State Board for Vocational Education, 900 East Boulevard, Bismarck, North Dakota 58505

Contract and/or Control No.: RR-70

Summary of Project: The purpose of the project is to continue the curriculum upgrading activity in the area of health occupations which was initiated last year, and to add to the instructional materials previously developed by providing additional supplementary instructional materials. A committee of health occupations instructors will continue the first phase of development of curriculum guidelines for health occupations by supplementing the existing materials with instructional aids and additional task analyses. An inser-

vice workshop will be held to introduce the materials to all health occupations instructors on completion of the project. A common set of instructional materials will be made available to all health occupations programs in the state of North Dakota.

VTP-2971

Incorporation of Consumer Education Lessons in Adult Basic Education Programs in North Dakota.
Principal Investigator: Shurr, Harriet
Recipient Institution: James Valley Vocational Center, Jamestown, North Dakota 58401
Start—End Dates: Start Date 1 Jul 77; End Date 1 Jun 78
Supporting Agency: North Dakota State Board for Vocational Education, 900 East Boulevard, Bismarck, North Dakota 58505
Contract and/or Control No.: RR-60
Summary of Project: The purpose of the project is to provide a component of consumer education in adult basic education programs in two cities in the state of North Dakota. Once developed and field tested, these materials will be made available for any program in the state. The project personnel will compile a package of instructional materials utilizing all common consumer education materials currently available and develop a sequential learning package from these materials. The materials will be subsequently field tested in two locations, Bismarck and Jamestown, in the state of North Dakota for purposes of determining their use in other areas. The materials will be modified as necessary and a complete set of materials made available for use in other programs.

VTP-2972

Project to Develop a Statewide Promotional Package for ERIC Materials for Vocational Education Personnel.
Principal Investigator: Berntsen, Pat
Recipient Institution: ERIC Center, University of North Dakota, Grand Forks, North Dakota 58202
Start—End Dates: Start Date 15 Oct 77; End Date 15 Jun 78
Supporting Agency: North Dakota State Board for Vocational Education, 900 East Boulevard, Bismarck, North Dakota 58505
Contract and/or Control No.: RR-69
Summary of Project: The project's purpose is to develop a promotional package consisting of brochures and other audio visual aids for purposes of expanding the use of the ERIC system in the state of North Dakota. Several workshops will be held including one at the North Dakota Teachers Convention and other similar gatherings of instructors to promote the ERIC Center at the University of North Dakota. Brochures will be mailed to all vocational education instructors in the state of North Dakota along with a set of forms to be used in requesting ERIC searches. The ERIC Center will develop a brochure which will be mailed and will supplement this brochure with an audio visual package which can be loaned to all school systems in the state for purposes of determining how the service can be provided to their schools. Increase utilization of the ERIC system is the major contribution of this activity. The ERIC Center at the University of North Dakota will supplement the instructional materials available to teachers through the utilization of ERIC search procedures.

VTP-2973

Validation of Home Economics I and Agricultural Mechanics I Curriculum Manuals.
Principal Investigator: Frazier, William D
Recipient Institution: Oklahoma State Department of Vocational and Technical Education, Department of Research and Evaluation, Stillwater, Oklahoma 74074
Start—End Dates: Start Date 1 Nov 77; End Date 15 Jun 78
Supporting Agency: Oklahoma State Department of Vocational and Technical Education, 1515 West Sixth Avenue, Stillwater, Oklahoma 74074
Contract and/or Control No.: 1001
Summary of Project: The purpose of the project is to conduct a field test to validate the curriculum manuals, developed by Oklahoma State Department of Vocational and Technical Education, in terms of student achievement. No field tests have yet been conducted on an item analysis. Thus, the model developed will meet the need whereby future manuals can be validated. The design will be based on those populations of teachers in Oklahoma who are teaching either Home Economics I or Agricultural Mechanics I. A letter will be sent to each of the identified teachers requesting that they indicate which units they plan to teach during the second semester. Five of the identified units will be randomly selected on which to obtain student test results. A random sample of 10 teachers will then be drawn to identify the classes of students. Teachers will collect the student achievement data and submit the results for each student to the project staff. An item analysis will be used to identify strengths and weaknesses in the curriculum.

VTP-2974

Community College Followup Pilot Project.
Principal Investigator: Blucher, Bob
Recipient Institution: Lane Community College, 4000 East 30th Avenue, Eugene, Oregon 97405
Start—End Dates: Start Date 15 Sep 77; End Date 30 Jun 78
Supporting Agency: Oregon State Board of Education, Salem, Oregon 97310
Summary of Project: The project's purpose is to revise and field test the community college followup survey instrument so that the data collected is more useful to program administrators and federal data collection requirements are met. Procedures will include: (1) obtaining the student followup data requirements of the Education Amendments of 1976; (2) defining the data needed by the community college for program evaluation purposes; (3) reviewing the present community college followup system to identify data requirements not being met; (4) identifying new sources of data; (5) revising the instrument to meet new requirements; (6) confirming adequacy of revised questionnaire with appropriate state and community college personnel; (7) assuring the statistical validity and reliability of the community college student followup procedures; (8) field testing the instrument on a minimum of 100 subjects selected from a population of the college's 1976-1977 graduates and early leavers; (9) conducting a telephone survey of the followup of all nonrespondents; (10) documenting all survey procedures; and (11) reporting results of the field test to the ocmmunity colleges.

VTP-2975

Development of Career Education Materials in the Basic Subject Matter Areas.
Principal Investigator: McDermeit, Eldon
Recipient Institution: Marion County Intermediate Education District, 3180 Center Street, N.E., Salem, Oregon 97301
Start—End Dates: Start Date 1 Apr 77; End Date 30 Jun 78
Supporting Agency: Oregon State Board of Education, Career Education Division, 942 Lancaster Drive, Northeast, Salem, Oregon 97310
Summary of Project: The purpose of the project is to initiate the development of a core career education curriculum for grade levels eleven and twelve wherein students not enrolled in the vocational cluster programs can meet their career development competencies within the basic subject matter areas. Specific objectives are to (1) design a minimum of two course goals for each of five existing career education program goals; (2) design a minimum of two performance indicators for each identified course goal; (3) develop a minimum of ten career-centered activities in a minimum of five subject matter areas that would satisfy the stated performance indicators as evidence of meeting designated course and program goals; and (4) design a minimum of two extensive career development activities within each of a minimum of five subject matter areas whereby students would obtain entry-level skills in their chosen area of work. Teams of up to five secondary level subject matter teachers and counselors in up to five areas of instruction will be selected to design the materials. They will be brought to a central location, receive a joint orientation to the format, organization, and content of existing materials for lower grade levels, and then design the materials for each subject matter area. They will be brought back together periodically to correlate and coordinate the writing efforts. Following development of the materials, they will be printed for field testing in the fall semester. They will thereafter be revised as per field test suggestions for early spring publication.

VTP-2976

Course of Study Project (Continuation of 19-7803).
Principal Investigator: Welch, Frederick G
Recipient Institution: Pennsylvania State University, Division of Occupational and Vocational Studies, 119 Rackley Building, University Park, Pennsylvania 16802
Start—End Dates: Start Date 1 Oct 77; End Date 30 Jun 78
Supporting Agency: Pennsylvania State Department of Education, Harrisburg, Pennsylvania 17126
Contract and/or Control No.: 85-8001
Summary of Project: The purpose of the project is to (1) provide a guide to helping the beginning and established teacher deliver complete and reliable education in his or her occupational specialty area; (2) continue Phase II of the nine occupational areas that have been developed in the past year; (3) expand the trade and job analysis into a complete course of study which will identify occupations and include information and operation sheets, etc.; and (4) provide a base for which needed occupational competencies can be identified and established in the future. The V-TECS process will be used wherever possible and available. A committee of highly skilled tradesmen/-teachers have been selected, representing each section of the state, brought together with graphic illustrators, technical writers, and curriculum specialists at The Pennsylvania State University, to compile a complete Course of Study in the occupational area. The course of study will include all operations (competencies) and a series of jobs which will allow the student, in an organized manner, to practice the needed competencies so that they can become skilled in the total occupational specialty. The material will be deve-

loped in such a way that it will easily be adaptable to special needs students with low readability and will be developed to be utilized as individualized instruction by the various teachers.

VTP-2977

Effectiveness of a Gaming Strategy to Enhance Vocational Maturity and Commitment.

Principal Investigator: Weis, Susan F.

Recipient Institution: Pennsylvania State University, Division of Occupational and Vocational Studies, 212 Rackley Building, University Park, Pennsylvania 16802

Start—End Dates: Start Date 1 Oct 77; End Date 30 Jun 78

Supporting Agency: Pennsylvania State Department of Education, Harrisburg, Pennsylvania 17126

Contract and/or Control No.: 83-8001

Summary of Project: The major purpose of the project is to investigate the effectiveness of a gaming strategy on the vocational maturity and commitment of learners at three educational levels: 8th grade (prevocational), 10th grade (vocational) and 12th grade (vocational) as a complimentary educational effort to a newly initiated curriculum in food service education. Procedures will include: (1) developing and reproducing a slide-tape orientation for the use of a Restaurant City game; (2) securing cooperation of six schools that would be willing to assist as experimental or control sites for this project; (3) presenting the game to students in cooperating schools and assess the effects of such exposure through a pretest/posttest design using Crites' Career Maturity Inventory and the Vocational Commitment Index; and (4) disseminating the game and results of the project to the vocational education community.

VTP-2978

VEDS Feasibility Study.

Principal Investigator: Ruoss, L. Lloyd

Recipient Institution: Lancaster-Lebanon Intermediate Unit Number 13, 1110 Enterprise Road, East Petersonburg, Pennsylvania 17520

Start—End Dates: Start Date 1 Oct 77; End Date 30 Jun 78

Supporting Agency: Pennsylvania State Department of Education, Harrisburg, Pennsylvania 17126

Contract and/or Control No.: 19-7807

Summary of Project: The purpose of the project is to conduct a study to assist the National Center for Educational Statistics in determining the feasibility of a proposed national information system. The Pennsylvania study will test the followup and employer evaluation of vocational graduates' components as required by the Act and developed by the Center. An exhaustive procedural format will be followed in compliance with the requirements as specified in RFP #77-100 as modified by mutual consent of the Center and the Pennsylvania Department of Education.

VTP-2979

Vocational-Technical Course in Petroleum Production (Continuation of 20-6802).

Principal Investigator: Crumrine, Myron A.

Recipient Institution: Bradford Area School District, 50 Congress Street, Bradford, Pennsylvania 16701

Start—End Dates: Start Date 1 Oct 77; End Date 30 Jun 78

Supporting Agency: Pennslyvania State Department of Education, Harrisburg, Pennsylvania 17126

Contract and/or Control No.: 20-7828

Summary of Project: The purpose of the project is to (1) train high school students for employment in the petroleum industry or related areas thus making an opportunity for employment which will encourage students to remain in the community; (2) identify new strategies for communication and cooperation between the public schools, the University of Pittsburgh's petroleum technology course, and local industry; (3) provide live work experiences on the training site which will encompass all areas of the petroleum production occupation; and (4) provide a student with entry-level skills encompassing the many and varied activities which a skilled oil field worker encounters. This course is designed to train workers for the various skills which must be possessed by the modern oil field worker. The course is being conducted on a working oil lease rather than a traditional shop setting. One of the first areas of training will be the development of an attitude of responsibility toward the job. During routine activities, the problem which occur in the oil production will develop; therefore, the ability to recognize that something is wrong, diagnose the problem, and correct it will be included in the students' training.

VTP-2980

Community College Vocational Instructor Education and Training Profile.

Principal Investigator: Zellers, Louis E.

Recipient Institution: Clark College, 1800 East McLoughlin Boulevard, Vancouver, Washington 98663

Start—End Dates: Start Date 1 Jul 77; End Date 30 Jun 78

Supporting Agency: Washington State Commission for Vocational Education, Research Coordinating Unit, Building 17, Airdustrial Park, Olympia, Washington 98504

Summary of Project: The purpose of the project is to provide an information base related to preservice and inservice training for vocational instructors necessary to develop future training curriculum for vocational staff in Washington. Procedures will include: (1) analyzing voluntary responses received from vocationally certified administrators and instructional staff in the Washington State Vocational Community College system; (2) obtaining names and addresses of persons to be surveyed from the State Board for Community Colleges; (3) coordinating research efforts with a representative of the State Board of Community Colleges and the assistant director of vocational education; (4) using followup mailings and telephone calls to increase response rate; and (5) analyzing the data by computer at Clark College or another state agency.

VTP-2981

Computer Assisted Reinforcement Training (CART).

Principal Investigator: Wilson, John W.

Recipient Institution: Clover Park Vocational Technical Institute, 4500 Steilacoom Boulevard, S.W., Lakewood Center, Washington 98499

Start—End Dates: Start Date 1 Mar 77; End Date 30 Aug 78

Supporting Agency: Washington State Commission for Vocational Education, Research Coordinating Unit, Building 17, Airdustrial Park, Olympia, Washington 98504

Summary of Project: The purpose of the project is to demonstrate the effectiveness of computer assisted reinforcement training of handicapped and disadvantaged students by increasing their basic skills achievement score (as measured by standardized achievement tests) from the base established in a pretest to an increase in a posttest by August 31, 1978. Specific objectives are to (1) develop and test at least three basic skills computer programs in five training areas; (2) determine most economical means of vocational instructor-author/computer program development; (3) determine most effective mix of "intelligent terminal" programming to larger computer mainframe; and (4) decrease dropout rate of handicapped/disadvantaged students. Procedures will include: (1) using a staff consisting of programmer(s) and vocational instructor(s) to work with a vocational counselor of the handicapped and disadvantaged to develop trial computer programs; (2) using the team to develop a program unique to the vocational program and designed to strengthen the basic skills ability of the handicapped and disadvantaged student; (3) developing and trying out a trial program; (4) administering the Renton skills check to students in the experimental program and evaluating results; (5) orienting students to the use of the terminals; (6) developing or commercially obtaining additional computer programs meeting project objectives; (7) administering the skills check at the end of the project, comparing the dropout rates, and completing the evaluation; and (8) directing preparing the final report.

VTP-2982

Development of a Strategy to Overcome Sex-Role Barriers in Vocational Education Programs.

Principal Investigator: Andrews, Mildred

Recipient Institution: Shoreline Community College, 16101 Greenwood Avenue, North, Seattle, Washington 98133

Start—End Dates: Start Date 11 Jul 77; End Date 30 Nov 77

Supporting Agency: Washington State Commission for Vocational Education, Research Coordinating Unit, Building 17, Airdustrial Park, Olympia, Washington 98504

Summary of Project: The purpose of the project is to assess sex-role barriers affecting vocational education programs at the college and to devise strategies for overcoming them. In addition, a plan to increase female entry into nontraditional vocational areas will be researched, organized, and implemented. Procedures will include: (1) interviewing college vocational education instructors in various fields; (2) interviewing female students and graduates of nontraditional vocational programs and assessing their experiences in challenging sex-role barriers; (3) intergrating the findings of the survey into two current course offerings entitled "Women in the Professions" and "Directions for Women;" (4) maintaining contact using project director to serve as contact and resource person; and (5) doing a final evaluation of the project.

VTP-2983

Education and Work Mini Conferences.

Principal Investigator: Schmidt, Roy

Recipient Institution: Washington State Vocational Guidance Association, 3403 North 21st Street, Tacoma, Washington 98406
Start—End Dates: Start Date 1 Mar 77; End Date 1 Jun 78
Supporting Agency: Washington State Commission for Vocational Education, Research Coordinating Unit, Building 17, Airdustrial Park, Olympia, Washington 98504
Summary of Project: The project's purpose is to develop procedures for implementing mini-education work conferences at the local level as a means of upgrading vocational guidance personnel services by increasing their understanding and awareness of local labor market conditions. These procedures will be field tested by sponsoring and supervising five such mini-conferences at selected sites in the state of Washington. Procedures will include: (1) selection of five regional sites; (2) development of guidelines and procedures for developing and presenting workshops; (3) selecting workshop coordinators at the local level; (4) training workshop coordinators; (5) planning and presenting the workshops; and (6) conducting internal and external workshop evaluation.

VTP-2984

Perspectives of Local Advisory Committees of Vocational Education.
Principal Investigator: Syhlman, Bill
Recipient Institution: Eastern Washington State College, Cheney, Washington 99004
Start—End Dates: Start Date 1 Sep 77; End Date 31 Aug 78
Supporting Agency: Washington State Commission for Vocational Education, Research Coordinating Unit, Building 17, Airdustrial Park, Olympia, Washington 98504
Summary of Project: The purpose of the project is to determine the perspectives of local advisory committee members towards vocational education. Specific objectives are to (1) determine how advisory committee members are utilized in local situations; (2) identify ways and means to more effectively use advisory committees; and (3) provide data to teacher education agencies and local vocational education administrators so they can design and implement more effective involvement of advisory committees. Procedures will include: (1) conducting an ERIC search and doing related research to determine previous efforts regarding the perspectives of advisory committees; (2) designing a research instrument which would be field tested with a select group of advisory committee persons; (3) sending the questionnaire to a random sample selected from state sources; (4) analyzing and interpreting data; and (5) disseminating the results.

VTP-2985

Pilot Preparatory Program for Hearing Impaired Students.
Principal Investigator: Schroeder, Jim
Recipient Institution: Spokane Falls Community College, 3410 Fort George Wright Drive, West, Spokane, Washington 99204
Start—End Dates: Start Date 1 Jul 77; End Date 31 Aug 78
Supporting Agency: Washington State Commission for Vocational Education, Research Coordinating Unit, Building 17, Airdustrial Park, Olympia, Washington 98504
Summary of Project: The purpose of the project is to provide hearing impaired students with an orientation to the college and to give faculty and staff members an orientation to these students. Procedures will include: (1) studying the orientation programs of other institutions; (2) determining which aspects of these programs should be included in the design of the current project; (3) selecting inservice training material; (4) guiding prospective hearing impaired students through the orientation program; (5) holding mini workshops and conferences for faculty, staff, and administration to acquaint them with specific techniques which can be used in teaching hearing impaired students; (6) using an interpreter to work on selection of orientation materials; (7) testing students for evaluation and guidance purposes; and (8) evaluating the program and designing a regular orientation program for the hearing impaired.

VTP-2986

Self-Paced Instructional Material for Industrial Electricity.
Principal Investigator: Cox, Richard A.
Recipient Institution: Spokane Community College, 2000 Greene Street, North, Spokane, Washington 99207
Start—End Dates: Start Date 15 Jun 77; End Date 31 May 78
Supporting Agency: Washington State Commission for Vocational Education, Research Coordinating Unit, Building 17, Airdustrial Park, Olympia, Washington 98504
Summary of Project: The purpose of the project is to develop self-paced materials manuals for students in each of the three quarters of the industrial electricity program in order to decrease the dropout/failure rate from the current 40 percent to less than five percent by June 1, 1978. Procedures will include: (1) writing and preparing the manuals; (2) doing a first quarter field test and attendant evaluation and rewriting; (3) doing a second field test and necessary rewriting; and (4) completing the final test and project evaluation.

VTP-2987

Women and Work Exposition.
Principal Investigator: Oxreider, Ann
Recipient Institution: Seattle Central Community College, Human Development Center, 1705 Broadway, Seattle, Washington 98122
Start—End Dates: Start Date 1 Sep 77; End Date 30 Apr 78
Supporting Agency: Washington State Commission for Vocational Education, Research Coordinating Unit, Building 17, Airdustrial Park, Olympia, Washington 98504
Summary of Project: The purpose of the project is to increase by 10 the number of women entering SCCC trades programs by designing and field testing a model for presenting Women and Work Expositions which focus on trade fields for women. Specific objectives will be to (1) meet special needs of low income female students and/or community members by providing them with accurate career information on fields which will allow them upward mobility and a secure job future; (2) help career counselors to update career resource information for students; and (3) produce a model for presenting women and work expositions. Procedures will include: (1) designing a Women and Work Exposition; (2) isolating each phase of the design process in order to record specific details concerning financing and budgeting, creating program format and evaluation, seeking co-sponsors, choosing a site, etc., in order to produce a replicable model of the entire process; (3) publicizing and presenting the exposition; (4) evaluating the individual component of the exposition; and (5) assessing the changes in women's enrollment in the SCCC trades program.

Project Title List (by state)

Alabama	Curriculum Management in Vocational-Technical Education.	VTP-2933
	Planning and Managing Youth Organization Meetings.	VTP-2934
Florida	Assisting Basic Learning Competence in the Postsecondary Vocational Technical Schools of Florida.	VTP-2935
	Coordinators of Special Evaluation Activities.	VTP-2936
	Development and Validation of a Competency-Based, Preservice/Inservice Learning System for Vocational Teachers (Continuation).	VTP-2937
	Development of Criteria for Teachers Use in Reviewing and Selecting Instructional Materials for Competency-Based Programs.	VTP-2938
	Pilot Project Designed to Demonstrate a Model to be Used in the Evaluation of a Research Coordinating Unit (Continuation).	VTP-2939
Georgia	Georgia Vocational Education Information System.	VTP-2940
	Research Proposal for Adapting Existing Group-Structured Curriculum at Augusta Area Technical School to a Performance-Based Curriculum Geared to the V-TECS Catalog.	VTP-2941
Illinois	Development and Field Testing of Curriculum Modules for Teaching Occupational Survival Skills – Phase Four.	VTP-2942
	Implementation and Demonstration of an Innovative Child Care Program.	VTP-2943
	Manual of Competency Matched Instructional Resources for Developing Coal Mining Curriculums.	VTP-2944
Indiana	Continuation and Expansion of a Research and Development Information System.	VTP-2945
	Distributive Education Competency Based Curriculum Models by Clusters.	VTP-2946
	Impacts of Vocational Education Research and Development Products in Indiana.	VTP-2947
	Implement a Student Job Placement System.	VTP-2948
	Implementation of a Regional Planning and Communications Model.	VTP-2949
	Indiana Vocational-Technical Education Research and Service Center Task I.	VTP-2950
	Multi-Media Approach to Increasing Communication of Vocational Education in Indiana.	VTP-2951
	Plan for a Multi-County Vocational Education Communications Center.	VTP-2952
	Slide/Tape Communication Presentation for Madison, Grant, and Tipton Counties.	VTP-2953
	Standard and Optimum Vocational Technical Equipment Requirements and Their Adequacy.	VTP-2954
	Student Tracking Program for Postsecondary Vocational Technical Education.	VTP-2955
	West Central and Rensselaer Vocational Development Program.	VTP-2956
Maine	Job Development, Placement, and Followup.	VTP-2957
	North Haven Project for Career Development.	VTP-2958
	Occupational Guidance for Disadvantaged Youth.	VTP-2959

North Carolina	Dissemination of Occupational Education Research, Adult Basic Education, and Other Community College and Technical Institute Information.	VTP-2960
North Dakota	Adaptation of Vocational Education Programs for Special Needs: A Slide/Tape Presentation.	VTP-2961
	Audio Visuals for Special Needs in Occupational Home Economics.	VTP-2962
	Career Awareness Materials and Program for Special Needs Students.	VTP-2963
	Development of a Common Program of Study for Auto Mechanics in North Dakota.	VTP-2964
	Development of a Common Program of Study for Building Trades in North Dakota.	VTP-2965
	Development of a Common Program of Study for Electronics in North Dakota.	VTP-2966
	Development of a Common Program of Study for Office Occupations in North Dakota.	VTP-2967
	Educational Specifications Handbook on Facilities and Instructional Equipment for North Dakota Secondary School Industrial Arts Programs.	VTP-2968
	Floriculture Identification Filmstrips.	VTP-2969
	Health Occupations Curriculum Development Project.	VTP-2970
	Incorporation of Consumer Education Lessons in Adult Basic Education Programs in North Dakota.	VTP-2971
	Project to Develop a Statewide Promotional Package for ERIC Materials for Vocational Education Personnel.	VTP-2972
Oklahoma	Validation of Home Economics I and Agricultural Mechanics I Curriculum Manuals.	VTP-2973
Oregon	Community College Followup Pilot Project.	VTP-2974
	Development of Career Education Materials in the Basic Subject Matter Areas.	VTP-2975
Pennsylvania	Course of Study Project (Continuation of 19-7803).	VTP-2976
	Effectiveness of a Gaming Strategy to Enhance Vocational Maturity and Commitment.	VTP-2977
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	Vocational-Technical Course in Petroleum Production (Continuation of 20-6802).	VTP-2979
Washington	Community College Vocational Instructor Education and Training Profile.	VTP-2980
	Computer Assisted Reinforcement Training (CART).	VTP-2981
	Development of a Strategy to Overcome Sex-Role Barriers in Vocational Education Programs.	VTP-2982
	Education and Work Mini Conferences.	VTP-2983
	Perspectives of Local Advisory Committees of Vocational Education.	VTP-2984
	Pilot Preparatory Program for Hearing Impaired Students.	VTP-2985
	Self-Paced Instructional Material for Industrial Electricity.	VTP-2986
	Women and Work Exposition.	VTP-2987

Organizational Resources

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Rebecca Douglass, Director
Professional and Curriculum Development Unit
Division of Vocational-Technical Education
100 N. First Street
Springfield, Illinois 62777
(217) 782-0759

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ARKANSAS, IOWA, KANSAS, LOUISIANA, MISSOURI, NEBRASKA, NEW MEXICO, OKLAHOMA, TEXAS

Bob Patton, Director
State Department of Vocational and Technical Education
1515 W. Sixth Avenue
Stillwater, Oklahoma 74074
(405) 377-2000 ext. 252

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Bureau of Occupational and Career Research Development
Division of Vocational Education
225 W. State Street
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(609) 292-6562

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Olympia, Washington 98504
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96 END